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ABSTRACT

An investigation was done to ascertain the effectiveness of individualized instructional methods as compared with traditional instructional methods in vocational food service programs at the community college level. Subjects, forty-three hotel/motel restaurant management students, were divided into subgroups: students who transferred from another postsecondary institution and those who entered the community college directly after high school. An individualized instruction model was developed and used with the subjects. A questionnaire was administered to compare significant differences between individualized and traditional instruction for eight variables: academic challenge, motivation to learn more about a concept, appropriateness of learning level, preference for peer contact, amount of instructor contact preferred, satisfaction of individual interests, identification of learning concepts to learners, and sense of achievement. In the total population's responses three variables indicating a preference for individualized instruction were found: satisfaction of individual interests, identification of learning concepts to the learner, and sense of achievement. (Appendixes contain sample letters to the student's instructor, the survey instrument, pretest and posttest, and the individualized unit of instruction.) (CSS)

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The Pennsylvania State University

The Graduate School

Division of Occupational and Vocational Studies

Selected Attitudes Dealing with Individualized and Traditional Instruction

A Master's Term Paper in

Vocational Industrial Education

by

Linda L. Leeking

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

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Chapter I

INTRODUCTION

Background Information

In recent times society has demanded educational improvement in a more forceful way than ever before. Individualized instruction with all of its components promised accountability by virtue of its commitment to reach the needs of the individual. Ronald Stoghill, former Associate Secretary of the Association for Supervision and Curriculum Development noted that

> individualized instruction is not only a sound educational strategy, but also a process by which the nation begins to feel the joy and strength implicit in its moral commitment to respect and honor the uniqueness of the individual. (1972)

Graduates of any program, despite the type or level of education were expected by society to be able to perform competencies defined in that particular program. One possible solution to society's plea for competency seemed to be individualized instruction which by its very nature enabled a person to be competent in one skill or learning concept before progression was made to the subsequent.

Other goals of individualized instruction included the following:

1. Appropriately described, achievable goals for each student thereby eliminating boredom from unnecessary repetition and anxiety caused by instruction at inappropriate levels.
2. The student is provided the opportunity to learn with the method or strategy by which he/she comprehends best for that specific concept.

3. An atmosphere in which instruction is more frequently on a one to one student-teacher ratio is created.
4. Self-concept development is approached on an individual basis.
5. Frequency of repetition of subject matter is varied for each student according to the individual's needs.
6. The individual's program is capable of deployment to suit his own individual interests thereby enhancing relevancy.
7. Opportunity for the student to have input to his educational experience is provided.

The goals of individualized instruction indicated that it was a learning method which provided for differences among students in their attainment levels, pace of learning, and type of learning styles. Individualized instruction incorporated a competency based approach in an objective setting. By means of preassessment, the learning program was determined before the student actually began the unit of instruction. It could then be determined which new competencies or concepts were attainable for each student. Students were allowed to learn at their own pace and proceed with learning activities based on each individual student's prior background and learning ability. Because of the diversity of the amount of occupational and educational experiences of students, individualized instruction seemed to provide a likely alternative from traditional styles of instruction.

The Problem

Many food service students entered community college programs with various degrees of experience. Some examples of diverse backgrounds were those students having an area vocational technical school food

service background, students having experience from industry, or students with no background--educational or industrial--in the field. These examples were true of almost any type or level of vocational program. Some educators claimed they were individualizing instruction by guiding a student project or "instructing" students intermittently apart from a group. Individualizing instruction can include student projects or "singled out assistance," but these examples of techniques of individualized instruction were not the method itself.

The problem of this study was to ascertain the effectiveness of individualized instruction as compared with that of traditional styles of instruction as a teaching method in vocational food service programs at the community college level. Sixteen questions comparing the two styles of instruction dealt with the following eight variables; academic challenge, motivation or stimulation to learn more about a concept, appropriate learning level, preference for peer contact, preference in amount of instructor contact, satisfaction of individual interests, identification of learning concepts to the learner and sense of achievement. A subproblem was to see if there were any significant differences among the answers of students enrolling directly after graduation from high school and those who transferred from another postsecondary institution. The community college level was chosen because of its special educational function to reach the needs of a diverse student population.

Purpose of the Study

Community Colleges are primarily teaching institutions and thus charged with the responsibility to design learning environments that enhance openness, flexibility, individuality and human potentiality to its fullest. (Scanlon, 1974)

It was evident that because of the diversity of student interests and needs of postsecondary community college students, a different educational strategy was needed. Students at the extreme upper and lower ends of the classes were penalized because most teachers tried to gear the level of subject matter instruction towards the ability level of the average student. Frustration resulted where bright students got bored and slower students were chagrined because of inability to keep pace with their classmates. If implemented correctly, individualized instruction can meet more student needs than traditional styles of instruction.

The implementation of individualized instruction required that the resources be available for the teacher. That is, the teacher and the student must have a guide as to the format of the individualized delivery. Once the units of instruction have been structured, the implementation of individualized instruction as a teaching method can be more effective in the learning process than traditional instruction.

Initial time and cost factors of implementing individualized instruction can be high. Vocational educators serving in all educational capacities were concerned whether individualized instruction was worthwhile in terms of increased educational benefits to the students. One indicator of the benefit of individualized instruction could be an analysis of student's perceptions and attitudes. The purpose of this study was to assess the attitudes of students participating in an individualized instructional delivery in selected community college food service programs in Pennsylvania.

Definition of Terms

In order for the reader to have a basic understanding of the material presented, it is necessary to identify and define the terms used in this study.

Individualized Instruction--a learning process with several characteristics. A pretest is given in light of the fact that students enter a learning situation at different levels. Content is organized into clearly identified and stated competencies and tasks which are both observable and measurable. Goals for each student are set according to the student's ability and interests. Evaluation is based on individual achievement--the amount of knowledge gained since the pretest.

Traditional Instruction--instruction in a classroom in which students receive the same learning activities and the same forms of evaluation. Some forms of traditional instruction include; group lecture, group discussion, group demonstrations and other learning processes conducted simultaneously with a group of students present.

Concept--a mental construct--an idea--which refers to an experience. It can be concrete if it refers to a tangible object or abstract if it refers to a process, quality or relationship.

Competency--having the ability to perform at least the minimum requirements of an objective.

Objective--a stated end action towards which effort is being directed.

Activity (learning)--the process by which the student accomplishes the objective.

Learning Style--the mode of delivery by which an individual best acquires knowledge.

Concept Activity Sheet--in this study, a written directive learning aid for the student which displays the concepts, the objective for each concept and suggested learning activities to accomplish the objectives.

Affective Domain--the sphere of influence dealing with a person's mental feelings and emotions.

Preassessment--the means of determining the amount of knowledge a student has previously accumulated about a concept.

Pretest--a preliminary test serving the purpose of exploration rather than evaluation.

Posttest--a test given after completion of a unit of instruction for the purpose of evaluation of the amount of knowledge acquired in the period after the pretest.

Evaluation--the means of measuring the amount of knowledge a student has accumulated after proceeding through a learning process.

Chapter II

REVIEW OF THE LITERATURE

Introduction

The purpose of reviewing the related literature to this study was twofold. In order to understand the organization of a model unit of individualized instruction, literature was studied which was informative as to the components thereof. The other type of literature reviewed dealt with student attitudes towards individualized instruction.

Review of Literature Relating to Essential Components of Individualized Instruction

Although there were many proposed models of individualized instruction, a review of the literature established that the basic characteristics remained common.

The individualized instruction learning process took into account the fact that students entered a learning situation at different levels and attempted to pretest them for prior accumulated knowledge were two elements. Content matter was organized into clearly identified and stated competencies and tasks which were both observable and measurable. (Hill, 1977)

Ainsworth (1976) identified four levels into which content should be broken. These levels were:

> Level I--Remedial; As needed to resolve learning deficiencies which were essential to progress to level II and as review of previously acquired skills and understandings.

Level II--Common; This level constituted that material which was judged to be appropriate for all or any of the following reasons: 1) essential as to fulfill curriculum requirements, 2) essential as prerequisite to other courses that follow, 3) needed by all who are to be productive citizens.

Level III--Optional--Required; This level included the course content which was considered highly valuable for most of the students in a normal class. It was both optional and required in that all who are capable should desire to try some of the work.

Level IV--Optional--Enrichment; This level included course content which was valuable but not essential to the next course in a sequence. It was designed to capitalize on student interests and needs in a highly individualized manner. No particular units were required. Teacher and student reached a contract based on student interests and teacher guidance. Some of these units may be independent study efforts by the student. Goals were then mutually agreed upon by student and teacher in correspondence to the level at which the student was placed after pretesting.

A pretest measured a student's previously accumulated knowledge. Students were then evaluated in relation to their individual ability according to progress effected since the pretest. (Rowe, 1975)

Hunter (1977) found that student competencies or goals should be accommodated by various types of resources because students use different modes and strategies in learning. Hunter was referring to the component of individualized instruction that provided alternative learning strategies for students with different learning styles.

Evaluation in individualized instruction occurred in basically two forms. Learning was retained longer if periodic and spaced review was conducted. This took place in the form of self-check tests which forced the student to review material which he had just encountered. (Bjorkquist, 1971)

Another form of evaluation, the posttest, was a test instrument to be administered upon completion of a learning unit. Successful completion of a posttest indicated ability to progress to the following learning unit. Records were kept on the progress of students enabling each student to go as far in each subject area as his ability permits. (Sewell, 1974)

The literature review revealed that the previously discussed components of individualized instruction were essential for successful implementation of an individualized learning process.

Review of Literature Relating to Attitudes Towards Individualized Instruction

The implementation of various facets of individualized instruction dates back to 1900. The Winnetka plan in Winnetka, Illinois, took place in the public schools in 1919. Students were given the course of study for a subject and arrangements were made for a system of continuous ongoing progress and promotion.

The Dalton plan in 1920 was executed in which students were given a series of subjects to learn in a given block of time, but were free to pace themselves.

Although much had been done in earlier years concerning individualized instruction, studies dealing with attitudes towards individualized instruction had been conducted mostly in recent years.

Silverman (1966) felt that the active student benefited and the passive lost; possibly because of the degree of individual initiative the learning process required. Mathis, Smith and Hansen (1970) suggested that a low quality program was much more detrimental to student's success and attitudes than the differences in attitudes felt by students who had participated in self-instructional environments.

In 1972 Lange conducted a review of 112 studies from 1962-1964. His study showed that in the areas of attitudes towards independent study and independent study versus traditional study: Forty percent of independent study courses were found to be superior; 49 percent, no significant differences and 9 percent, inferior.

Jioia (1973) discovered that the effectiveness of individualized instruction was approximately equal to that of traditional styles of instruction but in students' attitudes towards understanding the purpose of the methods, most preferred individualized instruction.

Gibbs (1975) stated that in a randomly selected group of over 200 community college students in Fresno City College, lecture, a traditional style of instruction was ranked as the least favorite method of learning. In another study of students' attitudes by Oen at Fox Valley Technical Institute in June 1973 it was found that the vast majority of students had positive attitudes toward individualized instruction.

A comparative study conducted of students' attitudes towards traditional instruction versus individualized instruction in Wisconsin showed that 82.2 percent of the students felt that they were challenged to do their best work with individualized styles of instruction. The

majority of these students also felt that with individualized instruction they received more time to learn the materials presented and that more help was given to them than in traditional classes. (Sewell, 1974)

Through reviewing the literature it was determined that there was a lack of relevant research conducted comparing students attitudes towards individualized instruction versus traditional instruction. There was especially a lack of research done dealing with this matter in the field of vocational education.

Chapter III

PROCEDURES

Population and Sample Selection

Community college first year food service students were chosen as the sample population because of the diversity of backgrounds and educational levels in the community college student population. It was necessary to acquire a commitment from the sample population's instructors for participation in the study; therefore letters were addressed to instructors of all ten Pennsylvania community college food service/hotel management programs (see Appendix A for copy of letter).

Five instructors agreed to have their students participate in the study thereby yielding an initial sample population of 180 students. A follow-up letter was then sent to inquire as to the type of unit which could be implemented into each instructor's class schedule for the second semester of the 1977-78 college year (Appendix A). A menu planning unit was the first or second choice of all of the participating instructors.

The initial student sample population included the following community colleges; Bucks County Community College, Delaware County Community College, Montgomery County Community College, Westmoreland County Community College and Williamsport Area Community College.

Follow-up letters were sent to the five instructors which explained the nature of the study and the date when the individualized unit would arrive by mail at the college (Appendix A). Two of the instructors decided not to have their students participate in the study because a problem occurred with scheduling the individualized unit into their regular class schedule. The three schools which completed the study were

Delaware County Community College, Westmoreland County Community College and Williamsport Area Community College. The final sample population represented south-eastern, western and north-central sections of Pennsylvania and yielded a sample population of forty-three. This entire student population went through the individualized unit of instruction and also answered the survey instrument.

A proposal of the project which assured anonymity of the students was submitted to The Pennsylvania State University's Protection of Human Subject's Committee. Permission was granted by the committee for the study.

Individualized Instructional Unit Procedures and Development

The instructors who participated in the study chose menu planning and design as the unit which they wished to individualize with their class. After having reviewed various models of individualized instruction, a model was developed. A concept activity sheet and a pretest were developed simultaneously so that each concept would correlate with a predetermined number of questions on the pretest (Appendix D). This method was used because the task of identifying the areas in which students needed additional aid and areas in which students needed additional challenges was simplified. Directions were sent with the unit to the instructors of how to implement the individualized unit.

The students were first given the pretest. The pretest was then corrected. A student-teacher conference was then held for discussion of the student's performance on the pretest. During the conference the student was given the concept activity sheet. On the left column of the sheet concepts that the students were to learn were listed. In the

middle column the objective or what they needed to learn about the concept was stated and on the right column the activities or different possible means of the students accomplishing the objectives were listed.

During the student teacher conference the student's weak and strong areas of knowledge were identified from each individual's performance on the pretest. It was suggested to the student that he do activity "a" to the concept if the situation occurred that he had trouble answering the correlating questions to the concept on the pretest. If the student needed to proceed with activity "a" he did so and then chose activity "b" or "c" dependent on his interest and ability. Students who answered the majority of the correlating questions on the pretest successfully could start with activity "b". A list of advanced activities were developed for the student who did well on the pretest and needed to be challenged academically. After completion of the entire individualized unit the students were given the posttest. The posttest was developed for measurement of the degree of knowledge gained during the individualized unit of instruction (Appendix C). After the students completed the posttest, the instructors distributed the questionnaire (Appendix A). Directions addressed to the instructors explained the implementation of the unit of individualized instruction and stated that the only item which needed to be returned to the researcher was the completed questionnaires.

The Survey Instrument

The three page instrument was developed after literature was reviewed which discussed students' attitudes towards individualized instruction. It was part of a larger instrument developed and validated

by Sewell (1974). The instrument (see sample copy in Appendix B) was divided into three parts. The first part was an explanation to the students of the characteristics of traditional and individualized styles of instruction and of the directions as to the correct method of completion of the questionnaire. The second consisted of sixteen questions dealing with the affective domain towards the styles of instruction. Every odd numbered question was paired in a sequence to the following even numbered question. Each paired sequence dealt with a type of attitude. Even numbered questions asked the student to assess his attitude toward traditional instruction.

Data Analysis

Analyzing the data of this study involved the use of inferential statistics. Inferential statistics are statistics which make inferences about true differences on a variable between or among groups. (Asher, 1976) The test of differences used was the "t" test. A "t" test is a statistic generally used to estimate whether the means (averages) of two groups are either equal or unequal on a variable. (Asher, 1976) The specific "t" test formula used was the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$\bar{X}$ = mean (the average opinion of the group)

σ^2 = variance

n = number of respondents

The "t" test was particularly suited to this study as the purpose of the study was to measure if there were any significant differences between individualized instruction and traditional instruction. The test was calculated on eight variables (eight sets of questions).

The means of each set of paired questions was then compared in the answers from all of the respondents to those from two subgroups. The subgroups were those students who enrolled in the community college directly from high school and those students who transferred from another postsecondary institution.

The Likert scale was used because it established equal intervals for responses. The scale used was an opinion continuum from strongly disagreed to strongly agreed. Strongly disagreed was assigned a value of 1; Disagreed (D), a value of 2; Undecided (U), a value of 3; Agreed (A), a value of 4; Strongly Agreed (SA), a value of 5. This particular numerical assignment of values lent itself well to the appropriate statistical analysis needed for this study.

The data was calculated and then this calculated value of the data was compared with the tabled value of the difference to see if there were any significant differences at the .05 or .01 levels.

To compare the calculated value with the tabled value the degrees of freedom needed to be established for each set of paired questions. The degree of freedom formula used was $n_1 + n_2 - 2 = df$.

Chapter IV

FINDINGS

Background

The purpose of this study was to find significant differences between individualized instruction and traditional instruction for eight variables. The "t" score was calculated for each of eight variables. The "t" score was calculated for each of eight pairs of questions for the total sample population. The total population was broken into two subgroups; those students who enrolled in the community college directly after a high school education and those from students who transferred from another postsecondary institution. The "t" scores were calculated on the responses of each of the eight pairs of questions of both subgroups. Demographic questions were included at the end of the survey instrument after the sixteen questions on instruction. In order that subgroups could be better identified, these demographic questions requested information as to each respondent's previous educational background.

The sixteen questions comparing styles of instruction dealt with the following eight variables: questions one and two, academic challenge; questions three and four, motivation or stimulation; questions five and six, appropriate learning level; questions seven and eight, preference for peer contact; questions nine and ten, preference of amount of instructor contact; questions eleven and twelve, satisfaction of individual interests; questions thirteen and fourteen, identification of learning concepts to the learner questions fifteen and sixteen, sense of achievement. For identification purposes the total number of respondents shall from this point forward be called the total sample population; responses

from students who transferred from another postsecondary institution, subgroup A; responses from students who enrolled in the community college program directly after a high school education, subgroup B.

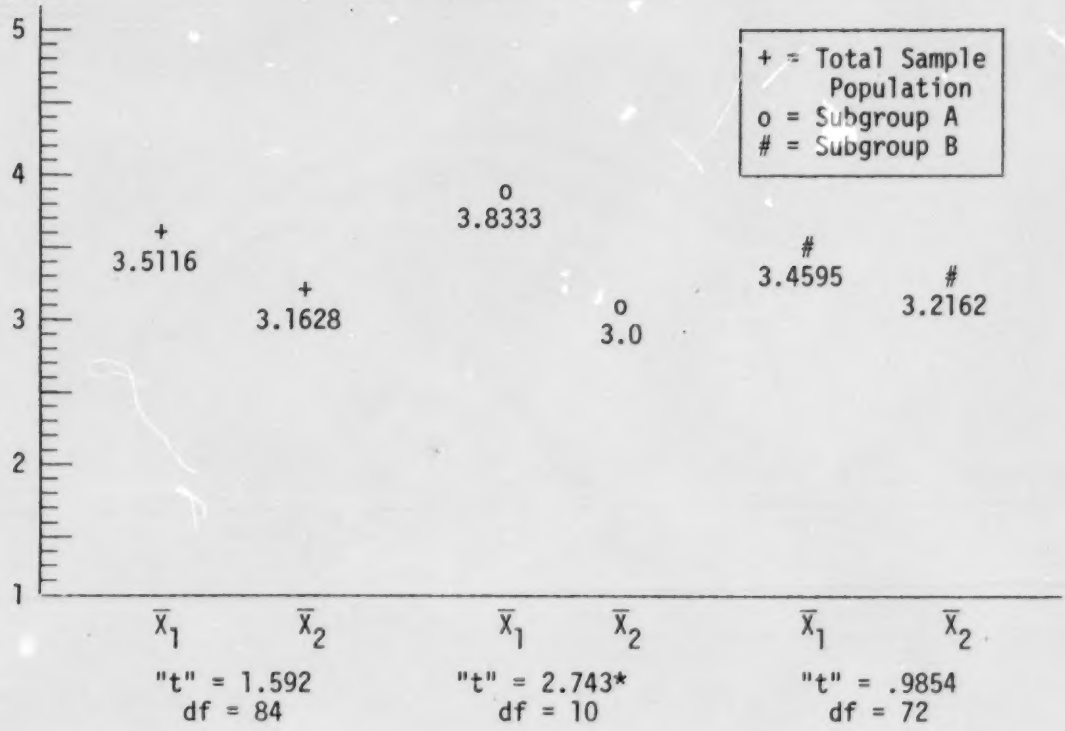
Differences in Academic Challenge

The first and second paired questions asked whether the respondent felt challenged intellectually by individualized instruction and traditional instruction (see Figure 4.1).

There were not any significant differences between the means of question one and two among either the responses from the total sample population nor those from subgroup B. It was noted that a significant difference did exist for this variable among responses from subgroup A.

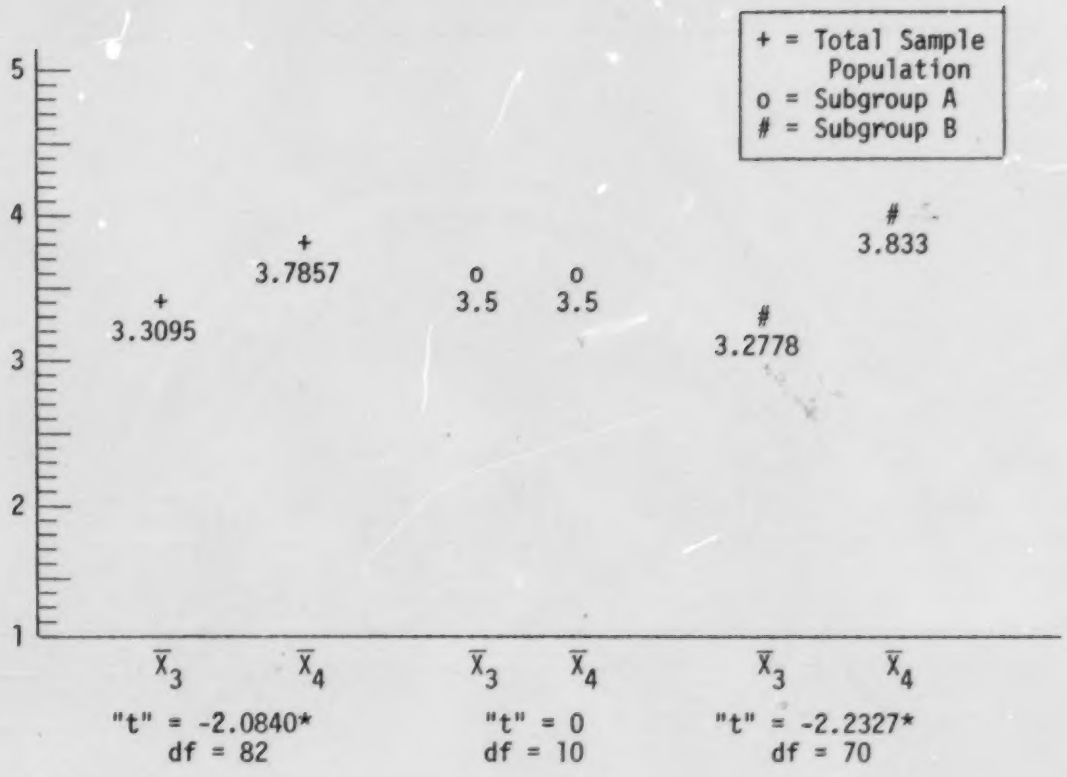
Differences in Motivation or Stimulation

Motivation or stimulation to learn more about a concept was the variable studied in questions three and four. There was a significant difference on this variable between individualized instruction and traditional instruction among both the total population and subgroup B. The differences between the two styles of instruction were significantly different at the .05 level but not at the .01 level. The "t" score was calculated to be negative which would indicate that this group of students felt more motivated to learn more about a concept with traditional styles of instruction. It was observed that there was not a significant difference with this particular variable in the responses from subgroup A (see Figure 4.2).



*Significant at .05 level

Figure 4.1. Differences in the Means between Paired Questions One and Two on the Variable--Academic Challenge.



*Significant at .05 level

Figure 4.2. Differences in the Means between Paired Questions Three and Four on the Variable--Motivation or Stimulation to Learn More about a Concept.

Differences in Appropriateness of Learning Level

The variable tested in paired questions five and six dealt with appropriateness in level of suggested learning activities between the two styles of instruction. The "t" score was calculated and the difference was not enough to be significant at either the .05 or .01 level. Therefore no significant differences were found to exist on the appropriateness in level of suggested learning activities variable between individualized or traditional instruction for neither the total sample population nor subgroup A or B (see Figure 4.3).

Differences in Preference for Peer Contact

In questions seven and eight the variable preference for peer contact was tested between the two styles of instruction. On this variable the "t" score did not show a significant difference in any of the three groups (see Figure 4.4).

Differences in Amount of Instructor Contact Students Prefer

Questions nine and ten yielded similar results when the "t" score was calculated. This question dealt with the amount of instructor contact the students preferred. The responses from the total population showed no significant differences on this variable. Also no significant difference existed among the responses on this item from either subgroup A or subgroup B (see Figure 4.5).

Differences in Satisfaction of Individual Interests

Most respondents felt that they could explore their own individual interests better with individualized instruction than with traditional styles of instruction as indicated by the fact that there were significant differences found between the means in all three groups. Answers from

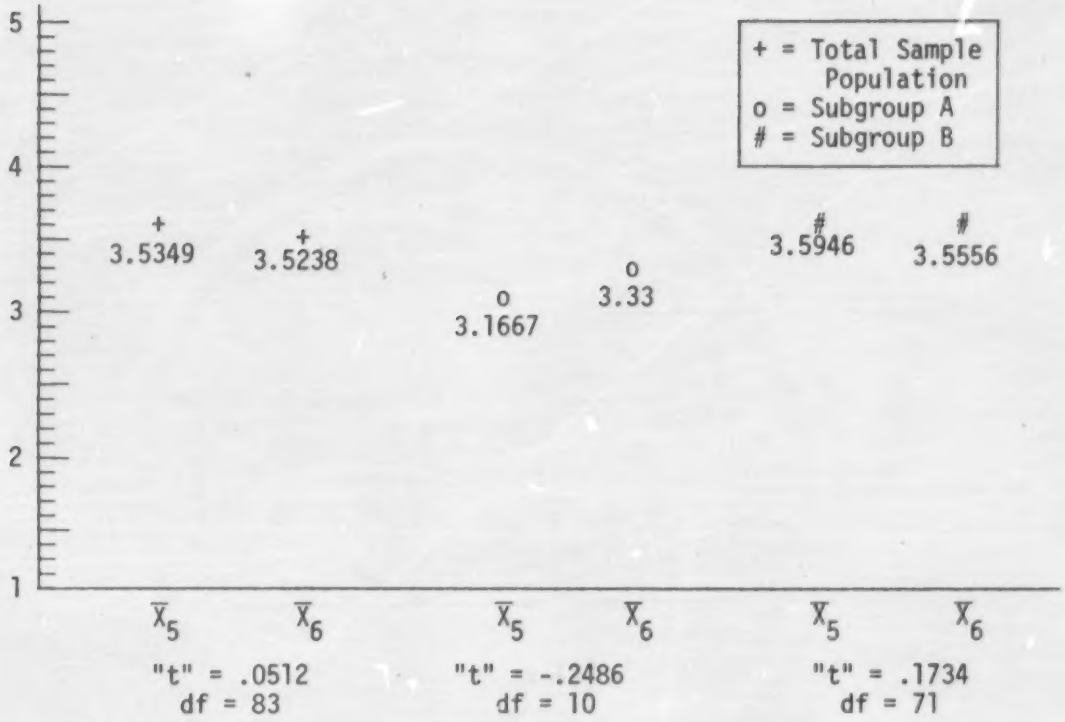


Figure 4.3. Differences in the Means between Paired Questions Five and Six on the Variable--Appropriateness of Learning Level.

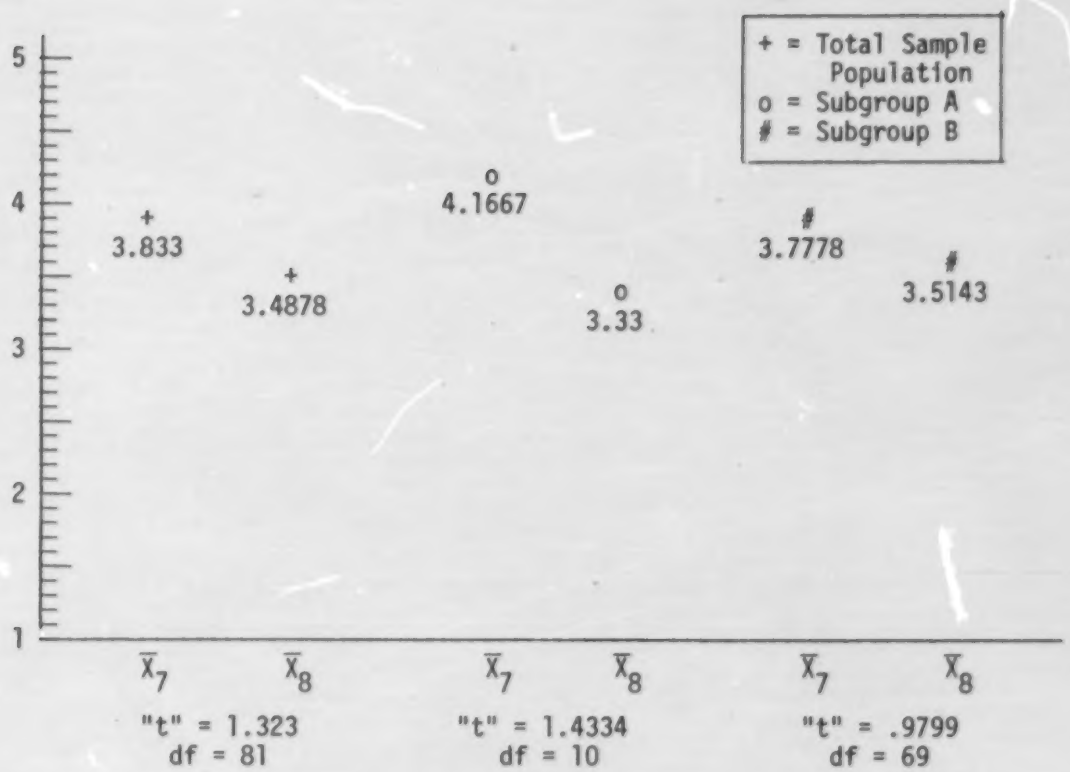


Figure 4.4. Differences in the Means between Paired Questions Seven and Eight on the Variable--Preference for Peer Contact.

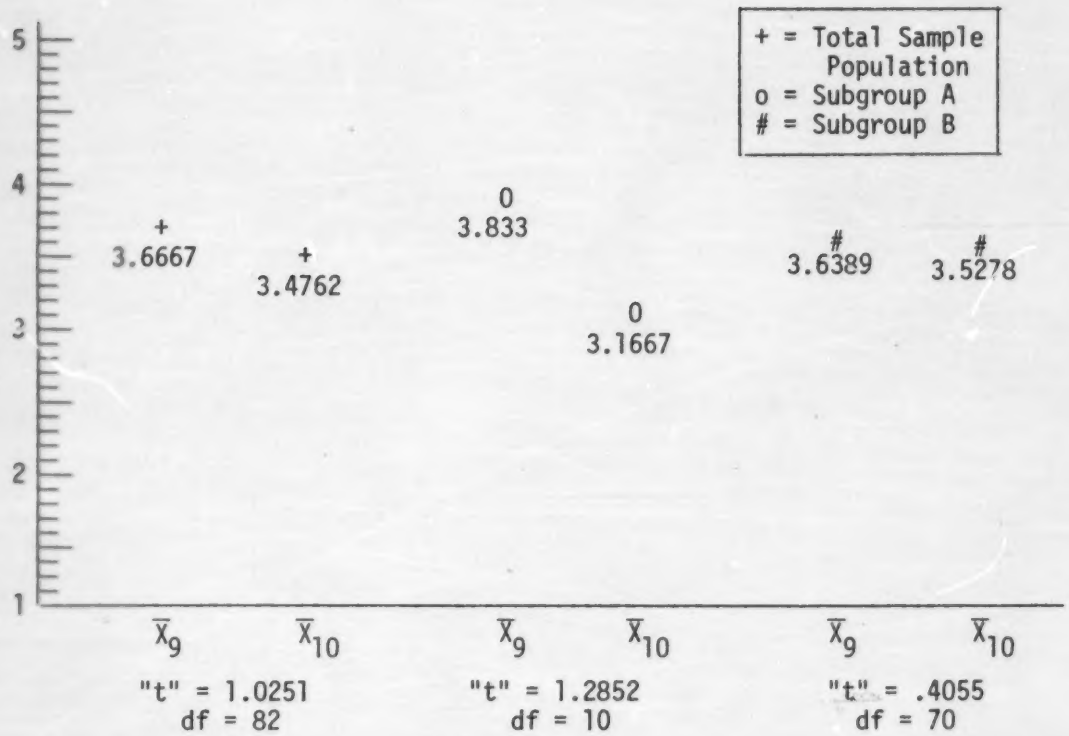


Figure 4.5. Differences in the Means between Paired Questions Nine and Ten on the Variable--Amount of Instructor Contact Students Prefer.

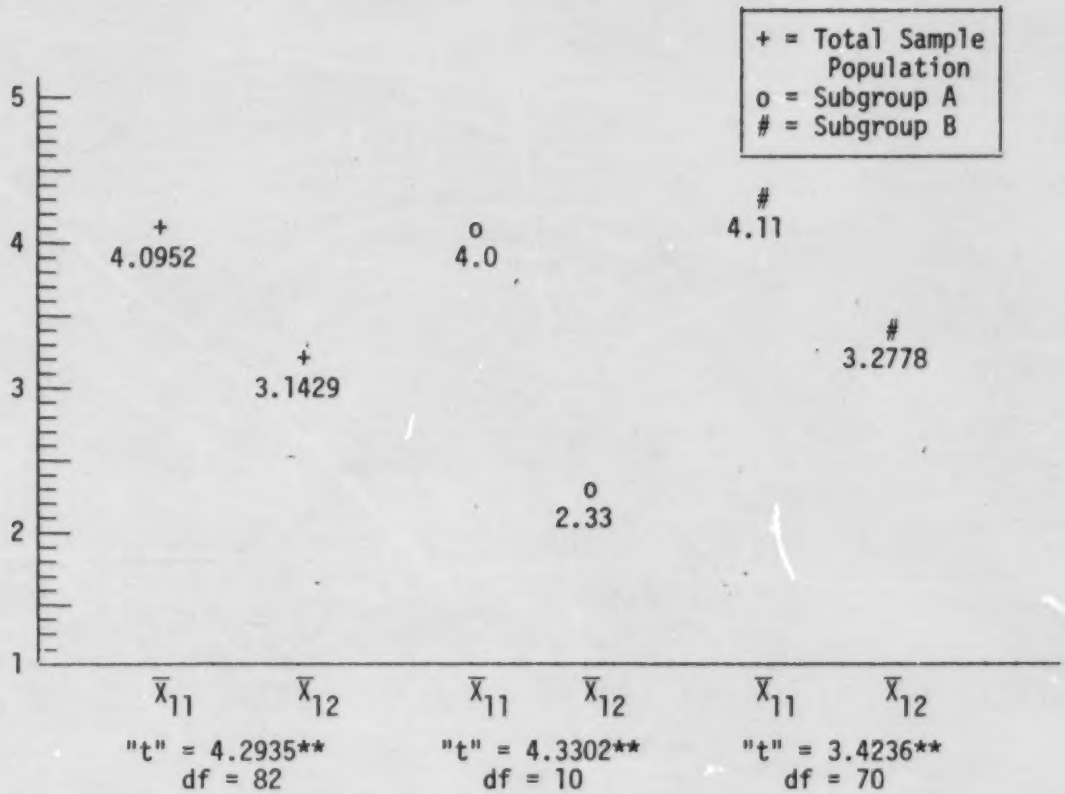
the total population and both subgroup A and B were significantly in favor of individualized instruction at both the .05 and .01 levels (see Figure 4.6).

Differences in Identification of Learning Concepts to the Learner

Questions number thirteen and fourteen dealt with identification of learning concepts to the learner. Responses from the total group yielded a significant difference between the means at both the .05 and .01 levels. This finding indicates that respondents felt that the learning concepts were better identified in this model of individualized instruction than in classrooms which traditionally structured styles of instruction were conducted. Responses on this variable from subgroup A also yielded a significant difference at both the .05 and .01 levels when the "t" score was calculated. Responses from subgroup B did not show any significant differences between the two styles of instruction on this particular variable (see Figure 4.7).

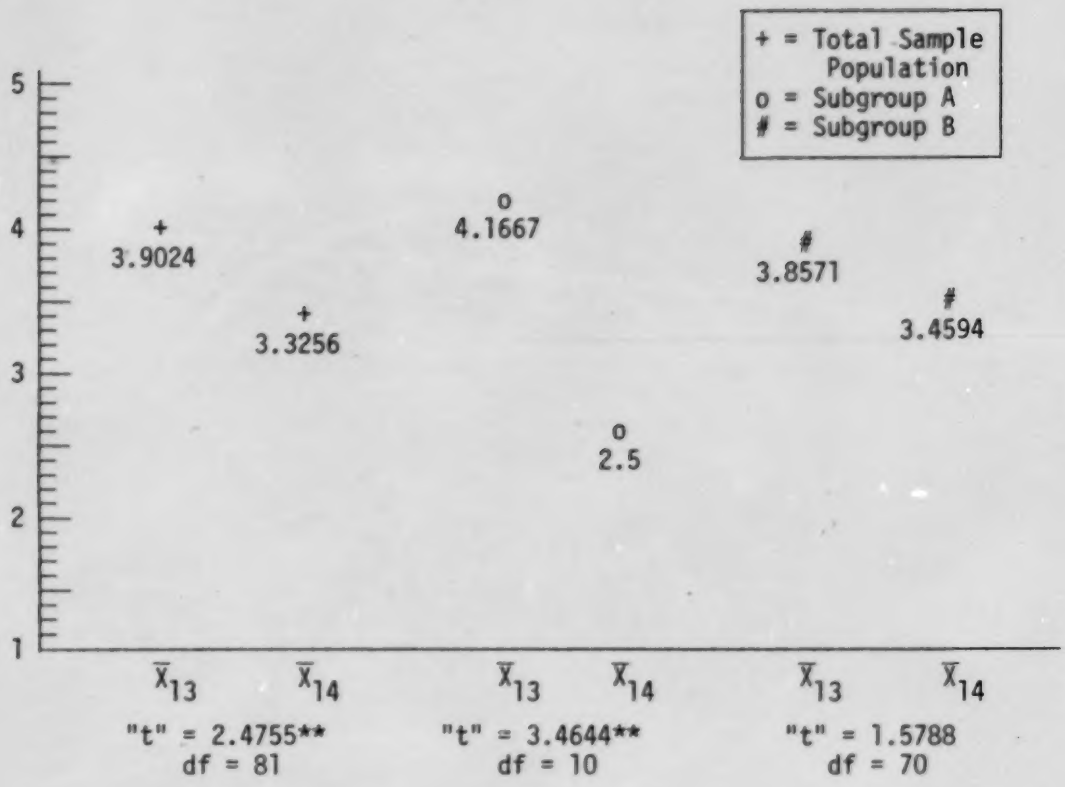
Differences in Sense of Achievement

The last variable to be tested was the student's sense of achievement with the two styles of instruction. Responses from the total sample group and subgroup B implied that their sense of achievement might be greater with individualized styles of instruction because a significant difference was calculated at both the .05 and .01 levels for these two groups. Subgroup A indicated that they did not feel a greater sense of achievement with individualized instruction as inferred by the lack of significant difference between the means of the two questions (see Figure 4.8).



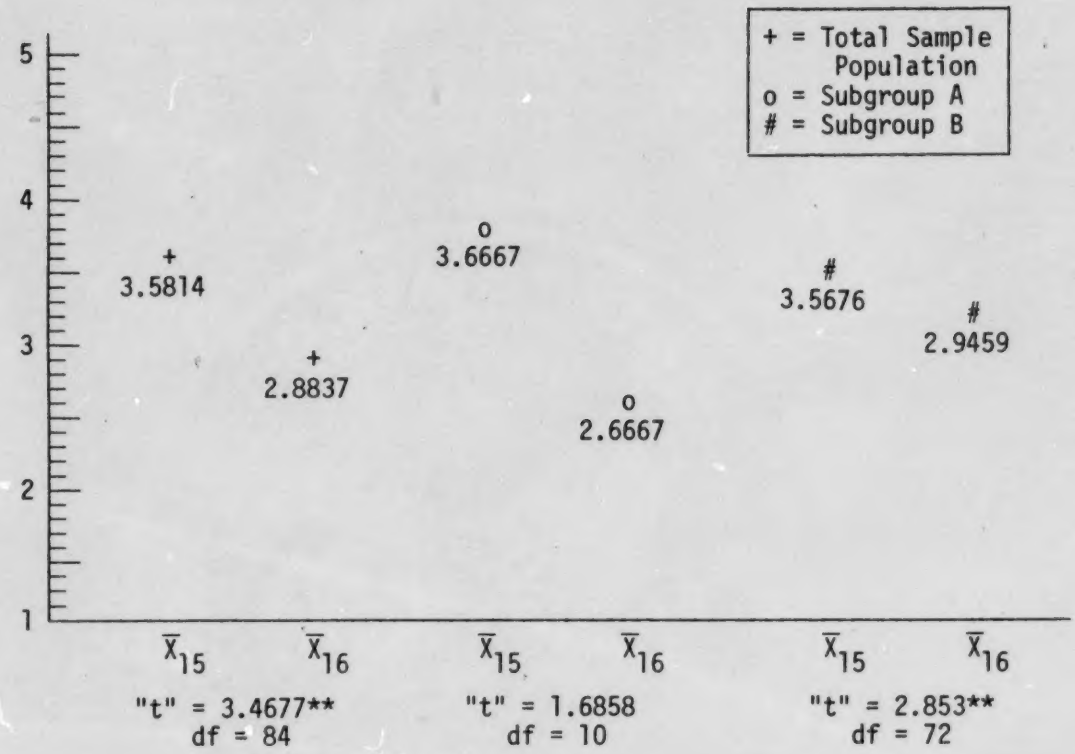
**Significant at .05 and .01 levels

Figure 4.6. Differences in the Means between Paired Questions Eleven and Twelve on the Variable--Satisfaction of Individual Interests.



**Significant at .05 and .01 levels

Figure 4.7. Differences in the Means between Paired Questions Thirteen and Fourteen on the Variable--Identification of Learning Concepts to the Learners.



**Significant at .05 and .01 levels

Figure 4.8. Differences in the Means between Paired Questions Fifteen and Sixteen on the Variable--Sense of Achievement.

Overall, significant differences were found between only three of the pairs of questions for all of the sample population, subgroups A and B and in one additional question among responses from subgroup A. These variables were; satisfaction of individual interests, identification of learning concepts to the learner and sense of achievement. With only one variable was traditional instruction found to be significantly different than individualized instruction. This variable was motivation or stimulation to learn more about a concept.

Responses from subgroup A, those students who transferred from another postsecondary institution, yielded slightly different results. Results from their responses showed that the following variables were significantly different with individualized instruction; academic challenge, satisfaction of individual interests and identification of learning concept. The responses from subgroup A did not yield significant differences with the variable motivation or stimulation to learn more about a concept as did the other two groups.

Responses from subgroup B or students who enrolled in the community college directly from high school showed a significant difference indicating a preference for individualized instruction with these two variables; satisfaction of individual interests and sense of achievement.

The final chapter deals with some probable conclusions on the findings of the data.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was an investigation to ascertain the effectiveness of individualized instruction as compared with that of traditional styles of instruction as a teaching method in vocational food service programs at the community college level. Responses from the total population were also broken into two subgroups. These two subgroups were: students who transferred from another postsecondary institution and students who enrolled in the community college directly after high school.

Sixteen questions comparing the styles of instruction dealt with the following eight variables; academic challenge motivation or stimulation to learn more about a concept, appropriate learning level preference for peer contact, preference in amount of instructor contact, satisfaction of individual interests, identification of learning concepts to the learner, and sense of achievement.

The sample group in this study was made up of 43 first-year hotel/motel/restaurant management students in three community colleges of the Commonwealth of Pennsylvania whose instructors agreed by written consent to participate in the study. Six of those students were identified as having transferred from another postsecondary institution, the remaining 37 entered the community college directly from high school. This information was identified by responses to demographic questions at the end of the survey instrument. All of the three programs were identified from the document entitled Directory Listing of Curriculum Offered in the Community Colleges of Pennsylvania.

A model unit of individualized instruction was developed from a review of the literature. The instrument used to acquire data for the study was a part of a larger one developed for a study in the state of Wisconsin by Susan Sewell in 1974. Questions on the instrument were developed to compare significant differences between individualized and traditional instruction for eight variables. Three demographic questions served to separate responses from students who enrolled in a community college directly after high school from those who transferred from another postsecondary institution.

Forty-three students took part in the individualized instructional unit developed for this study. Permission for the study was granted by The Pennsylvania State University's Protection of Human Subject's Committee. Forty-three instruments were completed which represented 100 percent response from those who participated in the individualized unit. The acquired information was hand tallied and the Asher "t" test was used to calculate significant differences between individualized and traditional styles of instruction on the 16 question, 8 variable instrument.

Among answers from the total sample population, three variables were found to be significantly different which indicated a preference for individualized instruction. These variables were: satisfaction of individual interests, identification of learning concepts to the learner and sense of achievement. Responses from the total sample population and subgroup B showed a significant difference towards traditional instruction with the motivation or stimulation to learn more about a concept variable.

Responses from subgroup A, those students who transferred from another postsecondary institution yielded slightly different results.

They felt that the following variables were significantly different towards individualized instruction; academic challenge, satisfaction of individual interests, identification of learning concept. The responses from subgroup A did not yield significant differences with the motivation or stimulation to learn more about a concept variable as did the other two groups.

Responses from Subgroup B, students who enrolled in the community college directly from high school showed a significant difference indicating a preference for the model of individualized instruction with these two variables: satisfaction of individual interests and sense of achievement. There were three variables on which no significant differences were calculated. These three were: appropriateness of learning level, preference for peer contact and amount of instructor contact students prefer.

Conclusions

One hundred percent of the participants involved in the first segment of the study, the implementation of the individualized unit of instruction responded to the questionnaire. It should be noted that the students were required to participate in the implementation of the model unit of individualized instruction. The students were informed in the directions to the questionnaire that they had the option of responding to the instrument. However students may have felt, regardless of the statement in the directions, that it was mandatory to complete the questionnaire.

Responses from subgroup A yielded a significant difference when the means were tested between questions one and two on the variable-

intellectual or academic challenge. The Sewell study in the Review of the Literature revealed that students felt challenged to do their best work with individualized instruction. A careful examination of the demographic data appears to indicate that students who previously had enrolled in another postsecondary institution needed to be challenged and not kept at the same pace academically as the other students in the class.

Analysis of the data also revealed a significant difference between the means of the paired questions towards individualized instruction which dealt with, "The ability to be able to explore individual interests." A significant difference was found between both the total sample group and subgroups A and B. Several studies in the Review of the Literature revealed a need to incorporate content which capitalized on individual needs and interests.

The model developed for the present study was developed with that purpose. This indicates that the respondents felt that their particular individual interests were met better with this model of individualized instruction than with previous exposure to traditionally structured classrooms.

The paired questions which dealt with the variable of identification of learning concepts to the learner also yielded a significant difference when the means were tested for two groups of respondents. The two groups were the total sample population and subgroup A, those students who transferred from another postsecondary school before entering the community college. The Jioia study (1973) noted in the Review of the Literature discovered that in studying students' attitudes towards understanding the purpose of teaching methods, most preferred individualized instruction.

The model for this study was constructed in a manner that described to students what the concept was that they were to learn. The data from this study revealed that students do want to know more about specifically what they are supposed to learn about a concept before they begin a lesson. Responses from subgroup B did not show a significant difference on this variable. This group of respondents are those students who came to the community college directly from high school. The possibility exists that the respondents from subgroup B did not know what a learning concept was when asked that question.

A significant difference was also revealed between the two styles of instruction with the variable, sense of achievement. A finding in the literature noted that students enter into a learning situation with varying degrees of previously accumulated knowledge and need to be evaluated according to their progress effected after the pretest. This concept was incorporated into the model unit of individualized instruction developed for this study. The significant difference finding on the variable, sense of achievement may reflect a need to evaluate students on individual progress achieved. This study's findings on the variable, sense of achievement may imply that students need to be evaluated on their individual progress to obtain a greater sense of achievement.

The variable, motivation or stimulation to learn more about a concept yielded a significant difference towards traditional instruction with the total group and subgroup B, those students who entered the community college directly after high school. Responses from subgroup A did not yield a significant difference.

Another study from the Review of the Literature proposed that the active student benefits from individualized instruction and the passive

student loses. The possibility exists that subgroup A, those students who transferred from another postsecondary institution have acquired some independence since graduation from high school; whereas the student who entered the community college from high school, subgroup B, may not have acquired as much independence.

This study does not conclude that either individualized or traditional styles of instruction are superior. The conclusions that can be drawn are that these students preferred to have their individual interests met, have learning concepts identified to them and that they felt a greater sense of achievement with the model of individualized instruction developed for this study as compared to traditionally structured classrooms in which they had previously enrolled. Also with this model of individualized instruction, it can be concluded that one subgroup felt more of an academic challenge than with their previous exposure to traditionally structured classrooms.

No significant differences were found on the following variables; appropriate learning level, preference for peer contact and preference of amount of instructor contact.

There were no significant differences which existed between the two styles of instruction for the variable, appropriate learning level. This finding could be indicative of the fact that in the past, students had educational learning activities directed to their level. It was concluded that for this variable both individualized and traditional instruction were equally effective styles of instruction for this group of respondents.

Preference for peer contact was another variable for which no significant differences existed between the questions on the two styles.

of instruction. Conclusions might be drawn from this finding that some students like to study alone and some students prefer the presence of other students in the classroom. For the variable preference for peer contact the respondents did not favor either style of instruction over the other.

The lack of significant difference on the variable, preference of amount of instructor contact could be an indication of several occurrences. One possibility might be that students were satisfied with the amount of instructor contact they had had in their past educational experiences. Another possibility might be that some students may not have had a good relationship with their instructor and did not like the increased amount of instructor contact that they received. Other students may have liked the increased amount of instructor contact. The conclusion was drawn for the variable, that preference of amount of instructor contact the respondents felt that both styles of instruction were equally favorable.

The lack of significant differences on these three variables indicated that students did not show a preference for either this model of individualized instruction or for traditional styles of instruction the respondents had been exposed to in the past.

These conclusions can only be drawn for this particular population at this place in time and for the model of individualized instruction developed for this study.

Recommendations

Based on the findings and discussion of this study, the following recommendations are made:

1. An effort be made by educators to provide for individual student's interests using a model similar to the one developed for this study.

2. Because individual instruction takes a certain degree of individual motivation, students who previously had not been exposed to individual instruction may need to gradually adapt to the process.
3. That educators identify what it is that their students are to learn or accomplish for a unit before beginning the unit of study. This study showed that students wanted to have the learning concept identified to them as was done on the model of individualized instruction developed for this study.
4. That educators evaluate students on individual progress rather than as a group. Students felt a greater sense of achievement when evaluated on individual progress as found in this study.
5. Students found the appropriateness of the learning level variable equally favorable for both styles of instruction, learning activities should always be planned with the students learning ability in mind.
6. The needs of students varied in the amount of instructor contact which they preferred as indicated in this study, educators need to research students' needs on this matter and adapt accordingly.
7. As was indicated in this study, there were students who preferred to study alone and others who preferred peer contact in a classroom setting. Allowance should be made for both learning styles with any group of students.
8. Replica studies need to be conducted testing variables other than the eight tested in this study.
9. Replica studies need to be conducted with various population groups; such as secondary students, university students, second year community college students, and disadvantaged students.

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APPENDIX A

Letters to Instructors

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

October 10, 1977

Dear Food Service Educator:

I am a fellow food service instructor currently involved with activities leading to completion of a masters degree in vocational education. One of the activities involves conducting research in the field of education. I am contacting you because it is with first year community college food service students that I am interested in doing this research.

Many food service students enter our educational programs with varying degrees of experience in the field. Some examples of levels of experience are the following; students having an Area Vocational Technical School food service background, students having experience from the industry-possibly very extensive, or the student with no background at all in the field.

Sometimes group instruction does not reach every student in a class consisting of students with such diverse backgrounds. It has been theorized that individualizing-in part or in full- a student's course of study is one solution to the problem. In my studies I am interested in finding out what students' attitudes are towards Individualized Instruction.

If sent two lesson plans, complete with teacher instructions, one in group lecture style format, the other in individualized style format, would you be willing to present one of these lessons to half of the number of first year students in your class and the second to the other half of the students? A questionnaire assessing students attitudes towards the two differing modes of instruction will be sent with the lesson plans. The package of plans will be sent to you in December or January. A follow-up letter to this one will inform you when you will receive the plans.

Your participation in this study is very much needed and will be greatly appreciated. If interested, I will send you the results of this study upon its completion. Feel free to make any comment on the enclosed check sheet and return it in the envelope provided by October 20. Thank you for your kind cooperation.

Sincerely yours,

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Yes	No	
[ ]	[ ]	I am interested in participating in the study if sent complete instructions and lesson plans.
[ ]	[ ]	I would like to see the results of the study on food service students' attitudes towards individualized instruction. I understand I will receive this document only if my students participate in the program.

The number of first year food service students I have in class is _____.

Comments:

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

November 7, 1977

Dear Food Service and/or Hotel-Motel Management Instructor:

Recently you received a letter from me asking if you would be willing to participate in a study I am pursuing of Individualized Instruction. Several of you answered, "yes," to my request and others, "yes, if feasible and fits into my plans for the semester." I understand your concern and want you to be able to use the lesson plans to complement your course outline, hopefully presenting as few problems as possible. Therefore I compiled a list of topics of lessons and am asking you to check six which would fit into your plans and star the three which would best suit your schedule. The lesson plans will be sent to you the first week of January.

Let me emphasize in the study I am not researching the amount of knowledge gained in Individualized Instruction versus group instruction, but rather students' attitudes towards individualized instruction. If our students do not received it well then we as teachers should direct our efforts elsewhere.

I again thank you for your time in this project.

Sincerely,

Lesson Topics

(Re. Check 6 topics and star 3)

Public Relations

Sanitation (3 lessons)
- Food
- Equipment
- Personnel

Menu layout and design

Menu writing

Inventory

Specifications

Pricing and Merchandising

Catering Operation Types

Food Controls

Employee Training Methods

Receiving of Food

Comments:

Name and Address:

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

January 19, 1978

Dear Food Service/Hotel/Motel Management Educator:

In November I contacted you stating that I would be sending you materials during the first week of January for my study on individualized instruction. Also, I asked you to choose three preferences of lesson plans which would fit into your schedule for this study. Out of all of the lists which were returned to me, the lesson plan on menu layout and design was the first or second choice preferred.

Materials which I requested for the study are arriving late and I will not be able to send you the package until approximately January 26, 1978. If there are any problems with the new date, please contact me. Thank you again for your time.

Sincerely,

Linda L. Leeking

P.S. I have decided to have you individualize the lesson with all of your first year students rather than half of the group receiving it individualized and half group lecture style. This method, I believe, will be easier for you to carry out with your students. If after you receive the package, you have any questions, please contact me.
Call collect Home - 814-355-0571
P.S.U. Office - 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 28, 1978

Dear Food Service Management Instructor:

As of this time I have received the students' questionnaires back from several of you and am waiting for the remaining to be returned. If your students have not started the individualized unit as of this time, please have them begin immediately.

The project was funded by the Pennsylvania Department of Education and will be disseminated to the P.D.E., VEIN, ERIC, and CHRIE departments; therefore input from each community college is imperative. Reference to your program's participation will be made in my final report.

If you need further assistance in implementing this project please contact me as I will be glad to come to your school.

Sincerely,

Linda Leeking

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear Instructor:

Here is the package which was promised to you. It was delayed slightly because of printing time, etc. Because of the nature of the study it was designed to be used in place of two to three weeks of regular classroom activity. I hope that you will be able to use it in its entirety and that in exchange for your time in my study, I have given you a useful tool.

The package is all inclusive--all handouts, sample menus are included except the post-test which will be sent to you in less than a week. The study should be carried out as follows:

1. Meet with the students in one class period and give them the pre-test.
2. Correct the pre-test. (If your time is extremely limited, the students can exchange the test and correct it.)
   - Emphasize the fact that it does not matter how many questions the student can or cannot answer because they will be evaluated on the amount of knowledge they gain after the pre-test from proceeding through the activities.
   - Assign each student to a meeting time with you as soon as possible.
3. During the first meeting, give the student his/her copy of the objectives and activities.
4. Review the pre-test and let the student know that questions

   #1-4 on the pre-test are related to concept 1
   #5-9 on the pre-test are related to concept 2
   #10 & 11 on the pre-test are related to concept 3
   #12 on the pre-test are related to concept 4
   #13 & 19 on the pre-test are related to concept 5
   #15-18 on the pre-test are related to concept 6
   #20-22 on the pre-test are related to concept 7

5. Review the pre-test with the student and choose two activities under each concept. If the student desires to do more, it could be a source of extra credit. Activity a is always background information if the student had trouble on the pre-test on the correlated questions. The student may choose activity a and b or c or just b and c if he is advanced.

- There is a sheet of advanced extra activities for the student who needs to be challenged
- The advanced material is for the student who already knows much of the content and wants to substitute an advanced activity for two regular ones.
- All students do not have to begin with concept one. If you so desire the students to have his own copy of all the handouts, etc., you might need to run some additional copies.

6. Check each activity with a check or a plus when the student has completed it.
7. At the end of two to three weeks whichever you feel is a reasonable amount of time, give the post-test. Then the "target" of my study--how the students feel about Individualized Instruction.
8. Please see that I receive all of the questionnaires back in the enclosed envelope. If you have any questions, call me at my office: 814-865-8361, home: 814-355-0571

If you have a lot of trouble understanding the procedures, I could come to your school to help you to implement it. Thank you for everything!

Sincerely,

APPENDIX B

The Survey Instrument

ASSESSMENT OF ATTITUDES
INDIVIDUALIZED vs TRADITIONAL STYLES OF INSTRUCTION

Questionnaire

Dear Student:

Please complete this questionnaire after you have finished your post-test. You have the right to not complete this document but the results of this study could have long reaching effects on whether or not instructors will feel that Individualized Instruction is beneficial for increasing student learning and reaching students' needs and interests. Individualized Instruction is a learning process, an example of which you have recently completed. It is based on a student's previously gained knowledge demonstrated by the degree of correct completion in pre-testing. Activities are then mutually planned by the instructor and student and learning is capable of deployment according to student interest. Evaluation is based on individual achievement (the amount of knowledge a student has gained since the pre-test).

Traditional instruction is instruction in a classroom in which students receive the same learning activities and the same forms of evaluation. Some forms of traditional instruction include; group lecture, group discussion, group demonstrations, and other activities conducted in a classroom with a group of students present. If you have never taken part in traditional styles of instruction, for example; you have always attended schools which employed individualized styles of instruction, then you do not have to answer questions numbered 2, 4, 6, 8, 10, 12, 14, and 16. Otherwise complete the entire questionnaire.

Check the appropriate block which reflects your attitudes about each style of instruction; SD, strongly disagree; D, disagree; U, undecided; A, agree; SA, strongly agree.

	SD	D	U	A	SA
1. Did you feel challenged intellectually by the individualized style of instruction?	[]	[]	[]	[]	[]
2. Do you feel challenged intellectually by traditional styles of Instruction?	[]	[]	[]	[]	[]
3. Did this style of Individualized Instruction stimulate you to try more than one of the suggested activities?	[]	[]	[]	[]	[]
4. Are you stimulated to try to read more or to try another style of learning such as interviewing a person on the job to learn more about a subject studied in the traditional classroom.	[]	[]	[]	[]	[]
5. Did you feel at ease with the suggested individual activities? (Activities were not too easy or too difficult.)	[]	[]	[]	[]	[]
6. Do you feel at ease with traditional classroom activiti (The subject matter is not too easy or to ifficult.)	[]	[]	[]	[]	[]
7. Did you enjoy studying on your own?	[]	[]	[]	[]	[]
8. Do you prefer the presence of other students while receiving instruction as in the traditional classroom lecture?	[]	[]	[]	[]	[]
9. Did you like the individual contact with your instructor with individualized instruction?	[]	[]	[]	[]	[]
10. Do you feel you have as much contact with your instructor as you need in the traditional classroom?	[]	[]	[]	[]	[]
11. Did you feel you could explore your own individual interests in Individualized Instruction?	[]	[]	[]	[]	[]
12. Do you feel that your individual interests are met in traditional classroom instruction?	[]	[]	[]	[]	[]
13. Did you like having the objectives of each new learning concept described to you?					

	SD	D	U	A	SA
14. Do you feel that you have the objectives of each new learning concept described for you in the traditional classroom?	[]	[]	[]	[]	[]
15. Was your sense of achievement greater with Individualized Instruction?	[]	[]	[]	[]	[]
16. Is your sense of achievement greater when learning in a traditional classroom setting?	[]	[]	[]	[]	[]

Please complete the following information about yourself:

1. Where did you last attend school?

   Secondary School

   [] Academic H.S.

   [] Vocational Technical H.S.

   [] Comprehensive H.S.

   Post-Secondary School

   [] Community College

   [] Trade School

   [] Junior College

   [] Other _____

2. If you attended a trade school, Area Vocational Technical School or another school where you received occupational/vocational training, did you receive a certificate of completion?

   [] Yes

   [] No

3. Was the occupational area to which the above question applies, quantity foods/food service/hotel/motel management?

   [] Yes

   [] No

APPENDIX C

Pretest and Posttest

Name _____

MENU PLANNING AND LAYOUT
PRETEST

1. Name four (4) characteristics of an area one must consider before planning a menu.

2. Match the following possible types of customers with their characteristic preference in types of menu choices: One letter can fit two choices.

___ (1) Business Women
___ (2) Male Industrial Workers
___ (3) Young Families
___ (4) College Students
___ (5) Business Men
___ (6) Senior Citizens
___ (7) Shoppers
___ (8) Conventioneers

A. Inexpensive specials, childrens' menus
B. Inexpensive fast food menus
C. Hearty food choices--casseroles, stews hearty, hot sandwiches
D. Inexpensive, Cafeteria Menu
E. Dainty sandwiches, salads combination lunches
F. Not budget conscious, luxurious fare
G. Heartier fare, elaborate fare for guest lunches

3. _____ True or False. The food preferences of a certain location or of the predominate nationality in an area are an important consideration when planning a menu.

4. Name the nationality of people, the area of the country or a city which come to mind when thinking of the following foods:

a. Grits and vegetables cooked with pork _____
b. Scrapple, Pot pie _____
c. Soft shell crabs _____
d. Italian and Jewish delicacies _____
e. Clam chowder, brown bread, baked beans _____
f. Tamales, chili tacos _____
g. Lobster _____
h. Shrimp Creole _____
i. Salmon _____

5. A fast food restaurant will probably be most successful offering a/an

   a. extensive menu
   b. limited menu
   c. specialty menu
   d. good menu

6. A menu that contains less than 30 items is a/an _____ and will often be found in family type restaurants.

   a. extensive menu
   b. limited menu
   c. specialty menu
   d. good menu

7. The better hotels, clubs and restaurants will feature a/an _____ which offers 100 to 600 items and the staff will have greater culinary experience.

   a. standard menu
   b. great menu
   c. specialty menu
   d. extensive menu

8. A/an _____ offers 50 to 75 items and is found most often in average restaurants and offers the greatest opportunity to "work off" leftovers.

   a. standard menu
   b. specialty menu
   c. limited menu
   d. extensive menu

9. Name four characteristics/advantages of a specialty menu.

```
**************************************************
*                                                *
*                Crab á la King                  *
*    Creamed Garden Peas    Scalloped Potatoes   *
*                Rolls    Butter                *
*                Hot Chocolate                   *
*                                                *
**************************************************
```

10. The menu planning principle which seems to have been neglected above is

    a. variety in color
    b. variety in method of preparation/flavor
    c. variety in texture
    d. variety in temperature

Tender Roast Beef
Candied Yams Buttered Carrots
Pumpernickel Bread

11. The menu planning principle which seems to have been neglected in the menu above is

    a. variety in color
    b. variety in flavors
    c. variety in texture
    d. variety in temperature

12. Match each item in the right-hand column with the correct one in the left-hand column by placing the correct letter on the line at the left.

___ (1) à la carte menu	A. Complete meal with set price based on choice of entree
___ (2) carte du jour	B. Menu of the day
___ (3) Table d'hote	C. Each food item priced separately
___ (4) canapé	D. Club Breakfast
___ (5) hors d'oeurve	E. Frosted, glazed or iced
___ (6) entrée	F. Main dish of meal
___ (7) à la king	G. Baked with a sauce and cheese
___ (8) au gratin	H. Cresent shaped roll
___ (9) au jus	I. Small open face sandwich
___ (10) jardinière	J. Served in its natural juices
___ (11) glacé	K. Small, tasty bit of food served hot or cold
___ (12) créole	L. Served in a cream sauce containing muchrooms, peppers and pimientos
___ (13) croissant	M. Prepared with tomatoes, green peppers and onions
	N. A mixture of garden vegetables

13. True or False. The best way to make more profit is to place all high cost foods on a menu. _____ Why?

14. What are four characteristics of a child's menu which make it different than an adult's?

15. List five types of menu items offered on a breakfast menu. (ex. Hot Breads)

16. Give an example of an item that would appear under each of the following types of luncheon menu items.
(ex. Sandwiches
(hot) Hot Roast Beef w/Gravy)

Appetizers

Entrees

(casseroles) -

(egg dish) -

Salads

(vegetable) -

(fruit) -

(combination-meat) -

Sandwiches

(hot) -

(cold) -

(club) -

(broiled) -

(grilled) -

(deep-fried) -

Desserts

(heavy) -

(light) -

Beverages

17. Give an example of a table d'hote on a dinner menu.

18. Give three examples of items that would appear under each of the following categories of dinner menu items.
Re. They should be different than the luncheon menu offerings

Appetizers

Entrees

Vegetables

Desserts

Beverages

19. Describe each of the following menu items so that they would have more appeal to the customer.
(ex. Green Peas - Fresh Garden Peas)

(a) Roast Turkey _____
(b) Assorted Dinner Rolls _____
(c) Beef Stroganoff _____
(d) Fruit Cup _____
(e) Baked Ham _____
(f) Fried Chicken _____
(g) Mashed Potatoes _____
(h) Apple Pie _____
(i) Asparagas _____
(j) Chocolate Cake _____
(k) Tossed Salad _____
(l) Pecan Pie _____
(m) Broiled Steak _____
(n) Seafood Casserole _____
(a method of preparation)
(o) Mushroom Soup _____

20. What is a standard menu size?

    a. 5 1/2 by 9"
    b. 11 by 17"
    c. 8 1/2 by 12"
    d. a and c
    e. a, b and c

21. Circle which three of the following colors are best for the background of a menu.

    a. pink
    b. light grey
    c. buff
    d. green
    e. white
    f. blue

22. Circle four of the following characteristics of a menu which would make it a better merchandising agent for the restaurant.

    a. Easy to read print
    b. Artistic drawings throughout the menu
    c. White space between menu items for easy readability
    d. A different type of menu card such as one made of leather or silk
    e. Boxed specials or another method of highlighting specials
    f. Very descriptive wording

Name _____

Post-test

Place a + in front of the following statements if they are true and a 0 if they are false.

_____ 1. The nationalities or food preferences of people living in an area are important factors to know when planning a menu.

_____ 2. The chef should be hired and the kitchen should be planned before conducting a marketing survey of an area for the restaurant.

_____ 3. Cost of menu items is not a concern of senior citizens.

_____ 4. People will drive distances to eat at a good restaurant; therefore a menu with good quality high-cost food items will meet with success in any area.

_____ 5. Availability of food in an area is an important factor in planning a menu because the food costs will remain lower if food does not have to be shipped.

_____ 6. Teenagers enjoy elaborate menus.

_____ 7. Business women and industrial workers both prefer light, low calorie menus.

_____ 8. Convention visitors, tourists and business men enjoy eating in restaurants away from home and tend to spend more freely than the average customer.

_____ 9. Children should be considered when planning a menu.

_____ 10. More fish items, salad plates and cold items should be offered on the menu in the winter.

_____ 11. Name one type of food which comes to mind when thinking about the following areas or cities.

a. Southern States _____

b. Mexico _____

c. Philadelphia _____

d. Boston _____

e. Long Island _____

f. California _____

g. Baltimore _____

12. Name four advantages of a specialty menu.

13. The specialty menu has less than _____ (no.) items and is used mostly in _____ restaurants.

14. The standard menu has _____ (no.) items and works well in a/an _____ restaurant.

15. The extensive menu has _____ (no.) items and works best in _____ restaurants.

16. The limited menu has _____ (no.) items and is the easiest menu for the average manager to handle.

17. Name four out of five ways to provide balance and variety in food platters (menu planning principles).

18. Why are the following foods served together? Turkey and Cranberry Relish; Pork and Applesauce.

19. Match each item in the left hand column with the correct definition on the right. Place the correct letter in the space provided.

_____ 1.	à la King	A. Clear meat stock; hot or jellied
_____ 2.	julienne	B. Cream sauce thickened with eggs and flavored with sherry and paprika
_____ 3.	aux croutons	C. Served in a cream sauce containing mushrooms green peppers and pimentos
_____ 4.	au jus	D. The main dish such as meat or fish
_____ 5.	Newburg	E. A light, fluffy sauce made of eggs, butter, onion and seasonings
_____ 6.	Sauté	F. Cook quickly in small amount of fat
_____ 7.	au Beurre	G. Ice cream and sauce arranged in layers in a parfait glass and frozen; garnished with whipped cream
_____ 8.	Canapé	H. Cut in thin strips
_____ 9.	du Jour	I. A small piece of bread or cracker spread with savory foods
_____ 10.	Entrée	J. Savory foods--small bits served as appetizers
_____ 11.	à la carte	K. Ice cream served on or alongside a piece of pie or another dessert
_____ 12.	Hors d'oeuvre	L. With small pieces of fried or toasted bread used as accompaniments for soups or salads
_____ 13.	Bearnaise	M. Cooked in butter
_____ 14.	Consomme	N. On the bill of fare; prepared as ordered
_____ 15.	à la mode	O. A fine paste mixture. Many times made with liver
_____ 16.	Maison à la	P. Of the day
_____ 17.	Parfait	Q. Served in its natural juice
_____ 18.	Patè	R. Specialty of the house

20. Name a menu item that comes to mind when given the following words which denote quality.

    a. Golden Brown _____
    b. Jumbo _____
    c. Crisp _____
    d. Fresh _____
    e. Home-made _____
    f. Spring _____
    g. Moist _____
    h. Oven Baked _____
    i. Charcoal Broiled _____
    j. Piping Hot _____

21. Name three good merchandising techniques on a menu.

Place a + in front of the following statements if they are true and a 0 if they are false.

_____ 22. It is more important for a menu to be fancy than legible. (Easy to read)

_____ 23. Both light and heavy food items should be offered on a luncheon menu.

_____ 24. Average menu sizes range from 5 1/2'-9" to 8 1/2' by 12".

_____ 25. The best menu colors are light grey, buff and white.

_____ 26. The most easy to read type is a very dark blue.

Show menus designed in activity 6 to your instructor, as part of the post-test.

APPENDIX D

Individualized Unit of Instruction

Concept Activity Sheet

Concept	Objective	Activity
I. Area Characteristics which affect menu planning	The student will be able to evaluate a location of a proposed restaurant and specify the types of patrons who would occupy the restaurant and their preferences in menu choices.	I a. Read handout on needs and desires of patrons. I b. Choose a location in your hometown; describe the patrons who would occupy your restaurant and the type of food which is preferred in your area. I c. Interview three people in your area of your college town and ask them the type of food choices they would prefer to see on a menu of a restaurant.
II. Types of menus and their suitability to various food service establishments	The student will be able to identify the characteristics of the following types of menus; specialty, standard, extensive, limited and be able to choose the types of food service establishments to which they are suited.	II a. Study handout on types of menus. II b. Obtain eight sample menus labeled II-b from your instructor and identify them as specialty, standard, limited and extensive and state how you arrived at your decision. (Use self-check sheet) II c. Describe the type of restaurant each menu would suit and the customers they would satisfy. (Use menus labeled II-b) (Evaluate self with self-check sheet)

Concept	Objectives	Activity
III. Menu Balancing Principles	The student will be able to create menus which are balanced according to the five basic menu planning principles.	III a. Read handout III-a--Balancing Menus III b. Choose a picture of an attractive plate of food--one that would look appealing on a menu. Why did it attract your attention? Choose one that does not have as much visual appeal. How could it be improved? III c. Describe four menus which have poor balance. (One or more of the following characteristics) 1. poor color 2. poor texture (no difference) 3. no flavor variation 4. food having the same temperature 5. no size variation
IV. Menu Terminology	The student will understand menu terminology so that he can accurately write menus.	IV a. Study the list of menu terminology definitions labeled IV-a. IV b. Study the menu labeled IV-b and define the underlined terms. (Or the one labeled IV b-2)

Concept	Objective	Activity
V. Menu Merchandising	The student will be able to merchandise a menu.	V a. Read descriptive wording handout V-a. V b. Read detailed descriptive wording handout V-b. V c. Study the three menus labeled V-c and list: 1. Good merchandising techniques a. descriptive wording b. preparation methods described c. methods of attracting attention to a part of the menu. V d. Take the menu labeled V-d and better merchandise it.
VI. Menu Construction	The student will understand the layout of various menus and be able to construct two or more menus of his choice. (The student may choose to construct a dinner menu for a restaurant or a menu for a catered event.)	VI a. Read handout labeled VI-a. VI b. Study all of the sample menus included under other activities for their labeling and placement of headings--breakfast, lunch and dinner. (Headings are appetizers, entrees, etc.) VI c. Construct a breakfast menu for a stated restaurant of your choice (Have the number of menu items and type of menu congruent to the type of restaurant you have chosen)

Concept	Objective	Activity
		VI d. Construct a limited luncheon menu including appetizers, entrees, beverages and desserts. VI e. Construct a standard dinner menu including appetizers, entrees, beverages and desserts. VI f. Study the sample cafeteria menu VI-f and construct a cafeteria menu including appetizers, entrees, beverages, side dishes and desserts. VI g. Study the handout on hospital menus and construct a hospital menu similar to the one given (the more creative--the better). VI h. Study the handout on catered event menus. Create six menus for a wedding reception so that the bride and groom have a variety of choices. VI i. Study the three sample childrens' menus. Choose four characteristics that make it attractive and different from adult menus. Now construct a children's menu creating your own theme.

Concept	Objective	Activity
VII. Menu Materials and Print	The student will know how to obtain desired menu materials and print and which ones are most suitable for the desired effect.	VII a. Read handout VII-a. VII b. Use two of the menus you constructed in concept VI and describe what color paper and type of print, cover you would use and how you could better merchandise it. VII c. Interview a restaurant or cafeteria or catering manager to find out how their menu card was chosen and the type of print which they chose. VII d. Go to a printing company to find out the types of print they will print on menus.

I-a

Needs and Desires of Patrons

The first requisite in menu planning is to know for whom the menu is being planned and what they like to eat. Where all three of the patron's daily meals are served, as in institutions, the menu planner must also take into account what the patron needs from a nutritional standpoint.

When a new restaurant is planned, it is wise to have a marketing survey made to discover who the groups of potential customers are and where they are located. Established restaurants also could profit from such a survey in finding possible customers and determining methods of reaching them. They should also know who their present patrons are and the kinds of food that appeal to them. The modern trend is to gear the entire operation-menu, service, decor, etc., to a specific type of patronage and set up a merchandising plan to attract it.

Businessmen usually prefer beef in ample servings with vegetables. Details such as the types of rolls or bread served cannot be overlooked. Many restaurateurs serving businessmen provide different breads or muffins each day together with rolls and butter and find that they are appreciated. Where business executives frequently entertain customers the menu should be designed to satisfy free-spending proclivities.

Business women usually have a limited lunch hour and are apt to be concerned about their weights. Like women shoppers, they tend to prefer dainty sandwiches or combination lunches, such as a soup and sandwich or salad and sandwich combinations.

I-a (continued)

Convention visitors and tourists enjoy eating in local restaurants and tend to spend more freely than at restaurants in their home area. They like to order dishes that they would not usually eat in their native habitat.

Family groups like table d'hote (complete) meals and appreciate such touches as elaborate but inexpensive relish trays. Many restaurants go out of their way to cater to children. They find it can be done profitably and that it brings in the adults as well.

Teen-agers constitute a large market, especially for the roadside restaurants featuring hamburgers, ice cream and French-fried potatoes.

College students prefer quick food in order that they will not be late for classes. Inexpensive foods should be offered because they are on limited budgets. Keeping in mind the present fitness "kick" among this group, very nutritious foods could be offered.

Senior citizens seem to prefer cafeteria service and are more cost-conscious than other groups.

Food Preferences

In restaurants in general, beef and chicken items usually are top sellers. Much depends upon the locality and national background.

In the New England states, seafood is always popular. Also associated with this area are baked beans and Boston brown bread. In the Southern states hominy "grits" and vegetables cooked with a bit of pork have a strong appeal. In the Middle West, German and Scandinavian dishes are often featured while in the large cities of the East, Italian and Jewish delicacies are increasingly being offered. In Texas, California

and other states near the border, tamales, chili con carne and other spicy Mexican dishes appeal to many. Certain localities have their unique dishes such as "scrapple," which is a breakfast standby in the Philadelphia area, soft-shell crabs in Baltimore, creole dishes in New Orleans and Long Island ducklings.

Season and Occasion

Your menu should be governed by the season and the occasion and should include lighter f od in warmer weather and heavier food in colder weather. In the summer, see that your menus do not have too much pork and veal, or other heavy items, and include jellied and cold soups, cold plates, more salads, dairy specials, more vegetable plates, berries, fruits, melons, berry muffins and puddings, a good choice of ice creams and ices, ice-cream cakes, frozen pies, etc. Also there will be a demand for half and half and cold cereals.

In the fall and winter, baked apples, mince pie, hot chocolate, steamed puddings, oatmeal and more hot cereals, more roasts heavier dishes, oysters, and hot sandwiches should be included.

II-a

Types of Menus

The Specialty Menu

The specialty menu has less than 12 items including beverages and desserts. It requires great care in selecting each item. Here are the important factors to consider:

Cost: Hamburger, pancakes and chicken are cheap the year around, in comparison to steaks, lobsters and turkey. They therefore are the cause of so many specialty houses of this type.

Availability: Prime and Choice grade steaks, lobster, spareribs and other specialty items often are in such great demand that the supply is bid for at exorbitantly high prices. This is the greatest threat to the specialty house. Huge orders for tenderloins, ribs, sirloin strips, spareribs or any such commodity can start the prices soaring. For which reason a specialty house is wise to have two or three specialties to switch its merchandising back and forth.

Popularity: A sweetbread, liver, oxtail, beef-heart specialty house is unheard of, no matter how cheap these products may be. Popular items like hamburger, chicken, pizza and steaks are commonly liked by most people. However, the pancake houses proved that any one item, prepared with great care, and basically popular. can lead to fortune especially if the menu price is reasonably low.

Method: The secret to the specialty house is in the development of special equipment, techniques, recipes and merchandising methods. Kentucky Fried Chicken, for example, uses special fryers, seasoning salts, chicken processing, and sales methods that have increased sales incredibly.

Advantages:

1. Possibility of mechanization which cuts labor cost.
2. Concentration on low cost items allows a lower menu price which draws volume.
3. The appeal to the low-price-class lessens the need for expensive restaurant decor.
4. Less capital is required per seat.
5. With the possible automation, production dependence on skilled high-priced chefs is not required.

II-a (continued)

The Limited Menu

The menu limited to 30 items is perhaps the safest for the average manager to handle. It is adequate if only best-sellers are listed on the menu. Consider the characteristics of the Golden ox menu which are similar of other limited menus.

1. Variety: Beef, pork, poultry and seafood are offered.
2. Price: $1.75 to $4.35 satisfies any size purse.
3. Best selection: Chicken, steak, shrimp or lobster tail is a satisfactory selection.
4. Vegetables: Many times no vegetables are served. Salad and baked potato or French fries please everyone.
5. Pay roll: Dependence on only a few fast broiler men will serve thousands of customers fast.

The Standard Menu

The standard menu has 50 to 75 items. It awards the best possibility to "work off" leftovers because there are not too few or too many menu items. It works well in a family type restaurant.

The Extensive Menu

The extensive menu offers 100 to 600 items. This menu works best in large cities and requires staff with the greatest amount of culinary expertise. It will be found in better hotels, clubs and restaurants.

II-b

Self-Check Sheet

Jacques

Type: extensive menu (including the drinks and types of ice creams)

For: large city luxury type restaurant

El Capitan

Type: standard menu

For: resort area restaurants or a family restaurant

Betsy Ross

Type: extensive

For: family style restaurant, at least a medium size town because of the extensiveness of the menu

Chef's Special

Type: limited, specializes in several good, hearty dishes

For: men's type of menu, industrial workers (area such as Texas)

Today's Menu Suggestions

Type: limited

For: suits shopping mall restaurants or downtown restaurants serving lunches for business people who want fast service

Club Breakfast

Type: limited

For: hotel: not a family establishment because all menu items are club breakfasts and no á la carte choices are offered.

A la Carte Breakfast Menu

Type: standard

For: family-type restaurant menu; suits the average income

Clambake Menu

Type: specialty

For: resort or club menu

II-b and IV-b

Jacques FRENCH RESTAURANT

Table d'Hote Dinners

(Without appetizer 50c. less)

Cotuits on Half Shell 75
Soup du Jour — Onion Soup
Half Grapefruit — V-8 Juice Cocktail
Stuffed Alligator Pear à la Jacques
Fresh Shrimp Cocktail, Red or Sauce a la Jacques
Filet of Marinated Herring
Maryland Crabmeat Cocktail, Red or Jacques Sauce
Melons in Season
Coquille of Baked Shrimps 75

Baked Oysters à la Jacques 75
Vichyssoise
Boneless Sardines on Sliced Tomato
Fresh Fruit Suprême, Maraschino
Tomato Juice Cocktail
Chicken Liver Paté Maison
Alaska King Crabmeat Cocktail
Consomme
Escargots Bourguignonne (6) 95

BONELESS STUFFED BREAST OF CAPON (White Grapes) 4.75
U. S. PRIME ROAST RIBS OF BEEF AU JUS 5.75
LE COQ AU VIN (Chicken Saute in Wine), Wild Rice 4.65
IMPORTED FRENCH TURBOT (Sauté Amandine) 4.95
HALF LONG ISLAND DUCKLING, Bigarade, Wild Rice 5.25
BROILED BREAST OF COCK PHEASANT (Wild Rice) 5.65
ALASKA KING CRAB LEGS, Wrapped in Bacon and Broiled 4.95
BROILED ROYAL CORNISH GAME HEN (Jelly) 4.95
SUPRÊME OF FLORIDA POMPANO, Sauté Amandine 5.35
DOUBLE LAMB CHOPS Grillé, with Mushrooms, Pineapple 5.50
BAKED SHRIMPS A LA JACQUES, Wine and Garlic Sauce 4.95
SOUTH AFRICAN LOBSTER TAILS GRILLÉ 5.25
FROG LEGS MEDIUM SAUTÉ, Provencale or Meuniere 5.25
DEVILED CALF'S SWEETBREADS, Grillé, Ham and Mushrooms 4.75
STUFFED MAINE LOBSTER WITH KING CRAB, a la Thermidor 5.50
DISJOINTED FRESH BROILED CHICKEN, Maitre d'Hôtel 4.45
FRESH FLORIDA RED SNAPPER, Grillé, au Beurre 4.85
TOURNEDOS DE BOEUF A LA MARCHAND, Wild Rice 6.25
JUMBO FRESH LAKE SUPERIOR WHITEFISH, Hoteliere 4.95
FILET OF BEEF, Chopped and Broiled, Sauce Bercy 3.95
BONELESS BREAST OF CHICKEN à la Kiev, Grilled Tomato 4.75
MARYLAND FRESH CRABMEAT, Supreme au Chablis 4.65
WHOLE MAINE BABY LOBSTER, Broiled, Drawn Butter 6.75
GRENADINES DE BOEUF (Tenderloin Tips in Wine) Wild Rice 5.45
JULIENNE OF CHICKEN AND HAM a la Tetrazzini 3.95
CURRY OF TURKEY FLAKES A LA INDIENNE, Rice 3.95
BROILED FILET MIGNON, SAUCE BEARNAISE 6.25

Parsley or Potato du Jour

Mixed Greens, Steak Tomato, or Half Avocado Salad, Clear French Dressing

Stewed Tomatoes, Corn Mexicana or Peas Paysanne 25c. — Asparagus or Broccoli, Hollandaise 50c.

May We Suggest You a Glass of Red or White Wine with Your Dinner

Desserts

Melons in Season — Slices of Fresh Pineapple
Meringue Mary Garden — Mocha Rum Cake — Baked Apple — Pear or Peach Melba
ICE CREAMS: Strawberry, Pecan Toffee, Vanilla, Chocolate, Spumoni, Peppermint, Coffee or Rum
Fruit Sherbet: Lime or Raspberry — Rum Hawaiian
Stuffed Profiterolle Chocolate Sauce — French Pastry — Choice of Sundaes
Stewed Fruit Compote — Choice of Parfait — Choice of Cheese

Coffee — Tea — Milk — Iced Coffee — Iced Tea

Good Morning! Your El Capitan Breakfast Is Ready...

TAKE THIS MENU WITH YOU OR MAIL IT TO A FRIEND

JUICES AND FRUITS

CHILLED ORANGE JUICE Sm. Large	.20
CHILLED GRAPEFRUIT JUICE	.20
ICED PINEAPPLE JUICE	.20
FROSTED TOMATO JUICE	.20
CALIFORNIA PRUNE JUICE	.20
CALIFORNIA PRUNES, Stewed	.20
MELONS (In Season)	.25
FRUIT COMPOTE	.40
RADOTA FIGS	.25
SLICED PINEAPPLE	.25
ALMOTA PEACHES	.25

CEREALS

Served with Half & Half

ASSORTED DRY CEREALS 25¢

ROLLED OATS OR OTHER COOKED CEREALS 25¢

Over 100 Liberal Slot Machines

Your morning gets you a lot with

El Capitan Club Breakfasts

CHOICE OF JUICES

Orange - Prune - Grapefruit - Tomato

• TWO RANCH EGGS with Genuine Hickory Smoked Ham	1.20
• TWO RANCH EGGS with Country Style Link Sausage	1.20
• TWO RANCH EGGS with Sugar Cured Bacon	1.20
• TWO RANCH EGGS with Grilled Eastern Pork Chop	1.45
• TWO RANCH EGGS with Choice Breakfast Steak	1.75
• THREE EGG Fluffy Plain Omelette	1.25
• THREE EGG Minced Ham or Cheese Omelette	1.25
• PAN FRIED, BOILED, SCRAMBLED OR POACHED... Fresh Ranch Eggs (2)	.75
• ONE RANCH EGG with Ham, Bacon or Sausage	.85
Two Ranch Eggs, Vienna Style	1.50

Try Our Delicious Golden Brown

Griddle Cakes

WITH LOG CABIN SYRUP AND CREAMERY BUTTER .40¢

WITH SIDE ORDER OF HAM	1.00
WITH SIDE ORDER OF BACON	1.00
WITH SIDE ORDER OF SAUSAGE	1.00

Above Orders include Our Delicious Steaming Hot Coffee

FRENCH TOAST

75¢

Cinnamon Toast	10
Milk Toast	40
Dry or Buttered Toast	25
Sweet Roll	15
Donut	10

Side Orders

HICKORY SMOKED HAM	.50
SAUSAGE	.50
BACON	.50
TWO RANCH EGGS	.50
ONE RANCH EGG	.25
HASHED BROWN POTATOES	.25

Service to your room 25¢ extra

Race Horse Keno

$10,000 Limit

Games Played Every 10 Minutes

Sportsman's Lunch

To Take Out

II-b

Betsy Ross A LA CARTE MENU

DINNER SUGGESTIONS

GROUND SIRLOIN STEAK 1.25
Ground Sirloin of Beef, French Fries, French Fried Onion Rings, Green Salad, Toasted Roll

FISH 'N CHIPS (Our Specialty) 1.05
Tender White Northern Halibut, Deep Fried to a Golden Brown, Served with Cole Slaw, French Fried Potatoes, Toasted Roll

HAM STEAK 1.30
A Generous Portion of Choice Ham, Grilled Pineapple Ring, French Fried Potatoes, Choice of Tossed Green Salad or Heart of Lettuce Salad, Toasted Roll

HOMEMADE CHICKEN POT PIE 1.05
Green Salad and Toasted Roll

TENDERLOIN STEAK, French Fries, French Fried Onion Rings, Tossed Green Salad, Our Special Dressing, Toasted Roll 1.45

Chili and Beans 45

Hamburger Chili Size 80
Generous Portion Freshly Ground Beef Smothered with Homemade Chili and Beans, Topped with Cheese, Buttered Toasted Bun

CHILLED SALADS

VEGETABLE SALAD 95
(Asparagus, Lettuce, Beets, Beans, Tomatoes, Hard Boiled Egg)
Roquefort, French or 1000 Island Dressing

AVOCADO AND DEVILED EGG SALAD .95
French, Roquefort or 1000 Island Dressing

TOSSED GREEN SALAD (Side Order) ...35
Waverly Walnut

FRUIT SALAD 95
(Banana, Peaches, Pears, Pineapple, Fresh Berries)
Choice of Whipped Cream or Sherbet

CHICKEN SALAD or TUNA SALAD 95
Waverly Walnut

COTTAGE CHEESE and FRUIT SALAD ..85
TWO DIPS, Choice of Sliced Peaches or Pears; ONE DIP 75c

DESSERTS

FEATURING AUNT CORA'S FAVORITE RECIPES

Our Own German Chocolate Cake 35
Homemade Pie with Ice Cream 25
.....35

SANDWICHES

PIG 'N PATTY (BURGER) 65
Broiled Sirloin Patty Stripped with Bacon, Served with Sherbet and Potato Chips

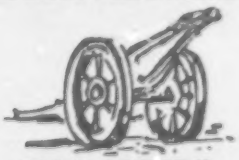
GETTYS-BURGER 75
Two Patties of Freshly Ground Beef (⅓ of a Pound), Served on a Special Baked Sesame Seed Toasted Bun, with Cheese, Lettuce, Tomato, Olive, Pickles and Carrot Sticks

SPECIAL HAMBURGER PLATE 75
Delicious Hamburger, French Fries, Green Salad

BARBECUED BEEF PLATE 85
Served on a Sesame Seed Bun with Tossed Green Salad and Delicious Baked Beans

BARBECUED BEEF SANDWICH 65

Hamburger (Broiled) 45
Cheeseburger 55
Peanut Butter and Jelly 40
Tuna with Potato Salad 65
Chicken Salad with Potato Salad 65
Ham or Bacon and Deviled Egg 70
Avocado with Potato Salad 60
Liverwurst on Rye 45
Deviled Egg 45
Grilled Ham and Cheese 75
Baked Ham with Potato Salad 60
Cold Beef with Potato Salad 60
Grilled American Cheese 45
Beef Steak with French Fries 75



Double-Decker CLUB SANDWICHES

Served with Potato Salad

Tenderized Ham and Cheese, Lettuce and Tomato 90
Chicken Salad, Lettuce and Tomato 85
Avocado and Deviled Egg 85
Bacon, Tomato and Avocado 90

SIDE ORDERS

French Fried Onion Rings ...45
Half Order French Fried Onion Rings .25
Side Order French Fries 25
Homemade Soup 30

GOLDEN CRISP WAFFLE 50
Served with Creamy Whipped Butter, Maple or Boysenberry Syrup
STRAWBERRY WAFFLE 80
PEACH WAFFLE 80
SIDE OF HAM OR SAUSAGE 45
SIDE OF BACON 40

II-b

Betsy Ross FOUNTAIN

WASHINGTON MONUMENT 80c

Five Large Scoops Ice Cream, Three Fruit Toppings, Sliced Banana, Chopped Almonds, Whipped Cream, Maraschino Cherry and American Flag

Don't Try This If You Have a Dainty Appetite

YANKEE DOODLE DANDY $1.75

A Billowing Mountain of Vanilla, Chocolate and Fresh Strawberry Ice Cream Topped with Fresh Strawberry, Raspberry and Pineapple Toppings, Served with Three Bananas, Heaps of Whipped Cream, Chopped Almonds, Maraschino Cherries and American Flag

Eat One and Receive a Charter Member Badge in the Betsy Ross GORMANDIZER Club

Betsy Ross Special 55
Three Scoops of Vanilla Ice Cream Covered with Crushed Pineapple Topping, Served with Whipped Cream, Chopped Almonds, Maraschino Cherry, and an American Flag

Valley Forge 60
Three Scoops Ice Cream, Pineapple, Raspberry and Strawberry Topping, Banana, Coconut, Whipped Cream, Maraschino Cherry and an American Flag

Ice Cream or Sherbet Bowl 50
Four Large Scoops Ice Cream or Sherbet (Choice), Whipped Cream, Maraschino Cherry

Banana Special 60
Ripe Luscious Banana, Three Scoops Ice Cream Covered with Three Flavors Delicious Toppings, Whipped Cream, Maraschino Cherry and Chopped Almonds
—A Real Treat

Patriot Special 50
Large Scoop of Vanilla and Chocolate Ice Cream with Chocolate and Marshmallow Topping, Served with Whipped Cream, Chopped Almonds, Maraschino Cherry and an American Flag

Paul Revere 60
Two Large Scoops Vanilla Ice Cream Covered with Hot Fudge, Banana, Whipped Cream, Maraschino Cherry, Chopped Almonds and an American Flag

Bunker Hill 65
Four Scoops Ice Cream, Fruit Topping, Coconut, Whipped Cream, Chopped Almonds, Maraschino Cherry and an American Flag

Liberty Bell 65
Three Scoops Chocolate Ice Cream, Marshmallow Topping, Banana, Whipped Cream, Chopped Almonds and an American Flag

Martha Washington 70
Four Scoops of Ice Cream Covered with Strawberry and Pineapple Topping, Whole Banana, Maraschino Cherries, Whipped Cream and Tiny Parasol

Betsy Ross Double Dip Sundaes 35
Two Large Scoops of Ice Cream with Sundae Topping, Whipped Cream and Maraschino Cherry
Chocolate, Pineapple, Marshmallow, Fresh Strawberry, Fresh Raspberry
JUNIOR SUNDAE 25c
Chopped Toasted Almonds, 5c Extra

HOT FUDGE SUNDAE 45c
Soft Creamy, Mellow "Fudgy" Chocolate with Rich, Full Flavored Ice Cream, Whipped Cream, Toasted Almonds, Maraschino Cherry
JUNIOR SUNDAE 35c

HOT BUTTERSCOTCH SUNDAE 45c
JUNIOR SUNDAE 35c

Betsy Ross **ICE CREAM AND SHERBET** 15-25
Choice of Flavors, Dish

FOUNTAIN DRINKS

Fresh Orange Juice 15-30 — Root Beer 10
Coca-Cola 10 — Milk 15 — Tomato Juice 15-25
Hot Tea 15 — Iced Tea 15 — Coffee 10
Postum 15 — Sanka 15 — Frosted Drink 30
Lime Freeze 30 — Root Beer Float 25
Ades—Orange, Lime, Lemon 15
Rickeys—Orange, Lime, Lemon 15
Nestles Hot Chocolate, Whipped Cream, Cookie Treat 20

SPARKLING SODAS
Double Dip 35
Triple Dip 40
(Fresh Fruit 5c Extra)

Malts - Shakes 40c
Rich, Creamy and Thick

Fancy Ice Cream for All Occasions . . . See Back Page

II-b

CHEF'S SPECIAL

RODEO PICNIC SANDWICH

Sliced Ham, Cheese and Chicken on Toasted
White Bread, Dipped in Eggs and Fried in Butter
to a Golden Crisp—Served with French Fries
$3.15

GAUCHO BEEF SLICES and Mild Mustard Sauce,
Steamed Rice and Buttered Green Peas.....3.25

BROILED CHOPPED SIRLOIN STEAK Covered with a Tasty
Mushroom Sauce, Hashed Brown Taters and Garden Fresh Vegetables.....2.95

ROAST PRIME RIBS OF BEEF, Natural Pan Drippings,
Buttered String Beans and a Baked Idaho Potato.....4.25

CATTLEMAN'S PRIME SIRLOIN CLUB STEAK
Topped with a Fried Egg, Sauteed Onions; Served with French Fried Potatoes.....4.95

COLD ROAST BEEF AND BREAST OF TURKEY
Slices of Prime Beef and Breast of Turkey served with Melon and Asparagus Tips,
Pickled Mushrooms 4.25

TOSSED SALAD { French or Russian Dressing.....50 / with Genuine Roquefort Dressing.....1.00 }

CAESAR SALAD
1.00

II-b (continued)

Today's Menu Suggestions

Home Style Soup W/Crackers Cup..25¢ Bowl..35¢
Iced Tea W/Lemon Wedge .....15¢ Coffee.....15¢

1. FRIED CHICKEN LUNCHEON..... 1.35
   3 Pieces Southern Fried Chicken
   French Fried Potatoes - Cole Slaw
   Roll & Butter

2. SWISS STYLE STEAK LUNCHEON..... 1.50
   Tender Swiss Steak - Vegetable Gravy
   Whipped Potatoes - Choice of Vegetable
   Roll & Butter

CRISP TOSSED SALAD - A LA CARTE ..... .30

$1.18 TODAY'S LUNCHEON SPECIAL $1.18
SPAGHETTI W/MEAT SAUCE - Parmesan Cheese
Roll & Butter - Choice of Beverage
Gelatin W/Whipped Topping Or
Ice Cream W/Chocolate Sauce

3. SHOPPER'S DELIGHT..... 1.00
   Cup of Soup - Grilled Cheese Sandwich
   W/Potato Chips - Choice of Beverage

4. HOT TURKEY SANDWICH..... 1.10
   All White Meat Turkey On Two Slices Bread
   Creamy Whipped Potatoes - Turkey Gravy
   Chilled Cranberry Sauce

TODAY'S DESSERT FEATURES

Selected Fruit Pies ...35¢ Layer Cake.....30¢
Cream or Custard Pie ..35¢ Gelatin W/Topping..25¢
Delicious Home Made Ice Box Cheese Cake .....40¢
Pie or Cake With Ice Cream 10¢ Additional

#8

II-b (continued)

CLUB BREAKFAST MENU

Fruits and Juices

Orange Juice
Stewed Prunes
Stewed Apricots
Tomato Juice
Prune Juice
Apple Sauce
Sliced Bananas with Cream

Club Breakfasts

1—Choice of Fruit or Juice and Hot Bread,
One Egg—Boiled, Poached or Fried 1.50
2—Choice of Fruit or Juice,
Hot or Cold Cereal with Cream,
Danish Pastry 1.25
3—Choice of Fruit or Juice and Hot Bread,
Griddle Cakes with Genuine Vermont Maple Syrup
(Served with Crisp Bacon .25 additional) 1.75
4—Choice of Fruit or Juice and Hot Bread,
Broiled Sugar Cured Bacon with a Fried Egg 1.80
5—Choice of Fruit or Juice and Hot Bread,
Scrambled Eggs with a Toasted Bacon Roll 1.90
6—Choice of Fruit or Juice and Hot Bread,
Broiled Ham with Fried Eggs 2.50

Hot Breads

Toasted English Muffin
Buttered Toast
Corn Toastee
Hot Muffin

Orange Marmalade, Currant Jelly or Honey

Coffee, Tea, or Milk

Cereal served in place of fruit or juice .10 additional

II-b

À LA CARTE BREAKFAST MENU

Fruits and Juices

Chilled Orange Juice	.40	Chilled Vegetable Juice	.30
Chilled Tomato Juice	.30	Chilled Prune Juice	.30
Apple Sauce	.25	Stewed Prunes	.25
Sliced Bananas with Cream	.40	Stewed Apricots	.50

Cereals with Cream

Cream of Wheat	.50	Oatmeal	.50
Shredded Wheat	.50	Toasted Corn Flakes	.50
Special K	.50	Rice Krispies	.50

Breakfast Features

Griddle Cakes with Genuine Vermont Maple Syrup, Broiled Sugar Cured Bacon			1.25
Broiled Ham and Fried Egg			1.35
Small Steak			2.25
Poached Eggs on Toast	(one) .60	(two)	.90
Scrambled Eggs	(one) .60	(two)	.90
Boiled Eggs	(one) .50	(two)	.80
Fried Eggs	(one) .55	(two)	.85
Omelet: Plain			1.10
Broiled Sugar Cured Bacon	(half order .50)		.85

Hot Breads

Raisin Bran Muffins	.25	Corn Toastee	.25
Rolls and Butter	.20	Special Muffins	.25
Toasted English Muffins	.30	Doughnuts	.20
Danish Pastry	.35	Dry or Buttered Toast	.20

Orange Marmalade or Currant Jelly served with above

Beverages

Tea (pot)	.25	Coffee (cup)	.20	Sanka (cup)	.20	Milk	.20

II-b

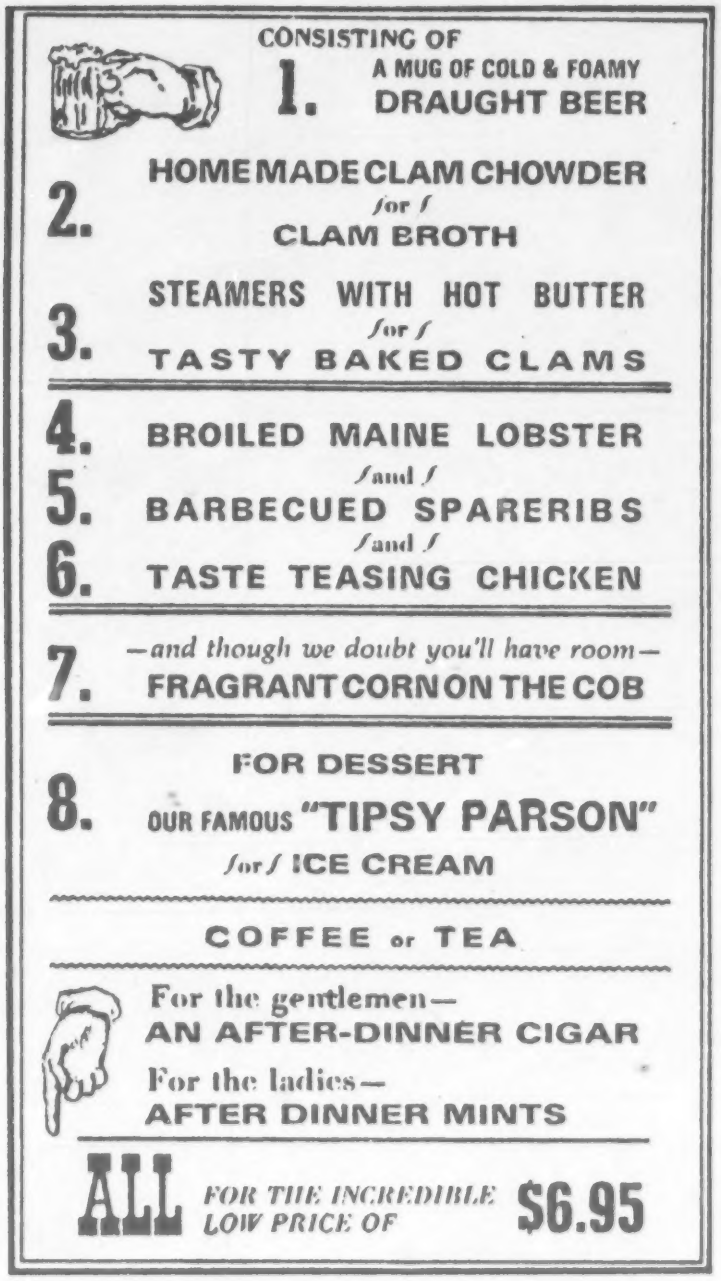

CONSISTING OF
1. A MUG OF COLD & FOAMY DRAUGHT BEER
2. HOMEMADE CLAM CHOWDER for CLAM BROTH
3. STEAMERS WITH HOT BUTTER for TASTY BAKED CLAMS
4. BROILED MAINE LOBSTER
and
5. BARBECUED SPARERIBS
and
6. TASTE TEASING CHICKEN
7. —and though we doubt you'll have room— FRAGRANT CORN ON THE COB
FOR DESSERT
8. OUR FAMOUS "TIPSY PARSON" for ICE CREAM
COFFEE or TEA
For the gentlemen— AN AFTER-DINNER CIGAR
For the ladies— AFTER DINNER MINTS
ALL FOR THE INCREDIBLE LOW PRICE OF $6.95

FIG. 5.10 Set apart on the oversized menu of the Bounty Inn is this panel promoting the Bounty's Yankee Clambake. Such outstanding menu merchandising can result in maximum business on the meal promoted. (*Courtesy of the Bounty Inn; Design Unlimited.*)

III-a

Menu Balancing

In a restaurant patronized by the same customers day after day or in an institutional food service catering to a "captive audience," variety is essential. In any food service, no matter how limited the menu or how transient the patronage, the food that is served should be appealingly presented. This poses problems for the menu planner but also affords opportunities for the exercise of creative imagination and ingenuity.

After all, the types of food that make up the greater part of the average food service menu are relatively few. Meats, for example, which constitute about 40 percent of the food served in public eating places, must be beef, pork, lamb, veal, poultry or seafood. There are, however, a variety of ways in which these meats can be prepared and served. Beef, for instance, may be offered as roasts, steaks, stews, meat loaves, hamburgers, croquettes or hash. Roasts and steaks may be of different types, cooked in various ways, served with different types, served with different vegetables or in combination with other meats. The same is true of other meats, fish and shellfish.

Variety in food presented on the plate is achieved through contrasts in color, shape, texture, flavor and temperature.

Of these, the use of color is perhaps the most effective in terms of eye-appeal. To cite a negative example, consider filet of flounder which is a delicate, flavorful fish if properly prepared. The tarter sauce is essential but contrast could be achieved by the use of colorful vegetables such as red beets, carrots, squash, yellow kernels of corn or green string beans. Rissole potatoes might be served cut in egg-shaped

III-a (continued)

pieces and sprinkled with green chopped parsley. Garnishes of parsley or water cress or strips of red pepper can be used to add color to a dish. The plate itself might have a decorated border, providing additional color.

Salads and desserts offer opportunities for color contrasts galore with red tomatoes, maraschino cherries, marshmallows and many other touches. Ice cream, parfaits, gelatin desserts of different fruit flavors are also varicolored and appealing. The thing to keep in mind is that the colors on a plate must not clash with each other.

Next to color, variations in shape or form are most used for contrast and eye-appeal. There are many geometrical shapes in which food can be cut or molded such as cubes as in diced potatoes; spheres as in meat balls; rings of fried onions; inverted cones as in croquettes and a host of others. Food can be formed in the shape of animals like the swans made of meringues and lady fingers; hard-boiled eggs into frogs or penguins; or in flower shapes as with ice cream. In a Stockholm restaurant, as in others, ordinary pieces of butter are formed into beautiful floral designs.

Constrasts in texture are found between the smoothness of mashed potatoes and the crispness of parsnips, the softness of a melon ball and the firmness of a diced apple. In a Chef's Salad, for example, the variety of textures lends zest to the dish-turkey, ham, cheese, tomato slices and mixed greens-each with a texture of its own.

Flavor provides an amazing number of opportunities for achieving variety. Often confused with "taste," flavor is really a complex of three types of sensory stimuli: tastes, aromas and tactile or feeling

III-a (continued)

factors. The "taste buds" on the tongue and in the mouth detect only four tastes: sweet, salty, sour and bitter. The feeling detectors in the mouth tell us whether a food is cooling, like peppermint; astringent; like an unripe persimmon; biting, as in pepper; numbing, like cloves; or tooth-coating, like rhubarb. The nose also detects feelings such as the pungency of raw onions.

Though the "olfactory patches" are high up in the nose, aroma plays a more important part in flavor perception than either taste or feeling. Flavor chemists state that the normal human being can differentiate more than 200,000 odors. While many of these are derived from chemicals other than food, it can be seen that through contrasts in flavor a myriad of varieties are available to the ingenious menu planner.

Flavor contrasts are found in the plated dish as well as in the succession of dishes in a complete meal. A fatty meat like pork, served with an acidy relish like applesauce; turkey and cranberry sauce; baked ham with pineapple rings are illustrations of the use of contrasting flavors. Sweet and sour are often set in opposition, as with sweet cookies and a tart lime or lemon sherbet. A salad containing pears, bland in flavor may precede a highly flavored dessert.

Temperature contrasts are often found between the different dishes of a complete meal. A chilled juice, perhaps topped by a colorful sherbet, may precede a hot entree. At the same time, the entree may be accompanied by a cool salad. Ice cream and coffee is another cold and hot combination often ordered at the end of a meal.

IV-a

Menu Terms and Their Meanings

Term	Pronunciation	Meaning
à la	(ah-lah)	After the style or fashion.
à la carte	(ah-lah-cart)	On the bill of fare; prepared as ordered.
à la king	(ah-lah-king)	Served in a cream sauce containing mushrooms, green peppers, and pimentos.
à la mode	(ah-lah-mode)	Ice cream served on or alongside a piece of pie or another dessert.
anchovy	(an-ch-vee)	A small salted fish used for appetizers.
antipasto	(an-tee-pas-to)	Relishes and other foods used as a first course with Italian dinners.
au beurre	(oh-burr)	Cooked in butter.
au gratin	(oh-grat-n)	Covered with bread crumbs, butter, and cheese and then browned.
au jus	(oh-ju)	Served in its natural juice.
béarnaise	(ber-nays)	A light, fluffy sauce made of eggs, butter, onion, and seasonings.
béchamel	(bay-sha-mell)	A basic white sauce made of chicken or veal stock and milk or cream, thickened with flour and butter, and seasoned.
bisque	(bisk)	A thick cream soup, ususally made of shell fish.
canapé	(can-a-pay)	A small piece of bread, toast or cracker spread with savory foods and served as an appetizer.
carte du jour	(kahrt-du-jour)	Menu of the day.

IV-a (continued)

Term	Pronunciation	Meaning
compote	(kom-pote)	Fruit stewed in syrup
consommé	(kon-so-may)	Clear meat stock; hot or jellied.
créole	(kray-ol)	Prepared with tomatoes, green peppers, and onions.
croissant	(kraw-san)	Crescent-shaped rolls.
croutons	(kroo-tons)	Small pieces of fried or toasted bread used as accompaniments for soups or salads.
demitasse	(deh-mee-tahs)	Small cup of coffee; after-dinner coffee.
duchess potatoes	(doo-ches)	Mashed potatoes that contain egg yolk and are squeezed through a pastry tube for decoration.
é clair	(ay-klair)	French pastry filled with custard or whipped cream, may be iced.
en brochette	(ahn-bro-shet)	Broiled on a skewer.
entrée	(ahn-tray)	The main dish such as meat or fish.
fillet	(fee-lay)	A boneless loin cut of beef, veal, or pork, or a boneless strip of fish.
fricassée	(free-kah-say)	Meat or chicken stewed and served with white sauce.
glacé	(glah-say)	Frosted, glazed, or iced.
hollandaise	(hol-lan-days)	Sauce made of egg yolks, butter, lemon juice and seasonings.
hors d'oeuvre	(ohr-derv)	Savory food served as appetizers.
jardinière	(zhar-din-eeyair)	A mixture of garden vegetables.
julienne	(zhu-lee-yen)	Cut in thin strips.
lyonnaise	(li-a-nays)	Heavily seasoned with onions and some parsley.

IV-a (continued)

Term	Pronunciation	Meaning
maison (a la)	(may-zon)	Specialty of the house.
melba sauce		Cooked, thickened raspberry sauce served over ice cream. Called Peach Melba, if ice cream is on peach half.
mignon fillets	(min-yon)	Small, tender fillets from beef tenderloin.
newburg	(nu-berg)	Cream sauce thickened with eggs and flavored with sherry.
parfait	(par-fay)	Ice cream and sauce arranged in layers in a parfait glass and frozen; garnished with whipped cream
paté	(pah-tay)	A fine paste mixture. Many times made with liver.
purée	(pu-ray)	A thick, sieved vegetable or fruit; a thick soup made of sieved vegetable pulp.
ragout	(ra-goo)	A rich stew of highly seasoned meat and gravy.
ramekin	(ram-eh-kin)	A small, individual heat-proof dish in which food is baked and served.
rissolé	(ree-soh-lay)	Browned.
saute	(saw-tay)	Cook in small amount of fat.
soufflé	(soo-flay)	A light, puffy, baked egg mixture served as an entree. When sweetened, can be served as a dessert.
table d'hôte	(tabluh-dote)	A meal served in several courses at a set price.
vichysoisse	(vee-shee-swaz)	French cold cream of potato soup, seasoned with onion or leeks.

The Pump Room

Soups

French Onion Soup au Gratin .. 1.50 Bisque of Crayfish Soup .. 2.00
St Germain aux Croutons .. 1.00 Soup du jour ... .90

Fresh from the Lakes and Seas

Fresh Mountain Trout, Sauté Meuniere .. 5.25 Stuffed Lobster Thermidor .. 8.25
Jumbo Frog Legs, Provençale .. 6.00 Pompano Sauté Amandine .. 6.50

Sauteed or Broiled

Minute Steak, Maitre d'Hotel .. 8.00 Butterfly Sirloin Steak au Beurre .. 8.00
Filet of Beef, Chopped and Broiled with Fresh Mushrooms .. 6.00

Chafing Dish and Skillet

Jumbo Shrimps de Jongle .. 6.00 Chicken a la King .. 5.00
Breaded Mignon of Pork Tenderloin, Creole Sauce 6.00
Roast Prime Beef au Jus, Yorkshire Pudding ... 8.75
Breast of Chicken a la Kiev .. 6.75 Fresh Lobster Newburg .. 8.00

Fresh from the Garden

Julienne Green Beans Parisienne Potatoes Tomatoes en Brochette
Fresh Globe Artichokes with Melted Butter or Hollandaise Sauce
Au Gratin Potatoes Leaf or Creamed Spinach

V-a

Descriptive Wording

Words not only express ideas but have the power to evoke emotions. Shakespeare wrote, "What we call a rose by any other name would not smell as sweet," and a beef stew is a beef stew. But suppose instead of merely listing it on the menu as "Beef Stew" we add a descriptive phrase, such as "Tender cubes of lean beef, whole onions, celery, garden peas and diced carrots, braised in full-bodied gravy." Immediately, the dish becomes something more than an ordinary beef stew.

Descriptive wording is widely used to enhance menu offerings these days. The description, however, should be accurate. If the foregoing description of beef stew read "Tender cubes of prime beef," it should be prime beef. Actually, a beef stew could be made as well from a less expensive grade of meat, but if the grade is mentioned it should be correctly stated. If a patron is beguiled by the wording to select a dish that does not live up to its description, he will be sorely disappointed and the eating place may lose a customer.

By describing a dish accurately, particularly one which is unfamiliar, the patron is aided in making his choice. Care should be taken to make the descriptive wording simple and not too long, two or three lines at the most. The use of such adjectives as "tender," "savory," "full bodied," "flame broiled," "crisp," "old fashioned," "extra thick," "rich" and others like them tend to whet the appetite and enhance the appeal of the food.

V-b

Detailed Descriptive Wording

The following are excellent menu words:

Simmering (Lamb Stew, Chicken In Cream, Ragouts, Oyster Stew, Fresh Vegetables En Casserole, Casserole Dishes, etc.)

Old-Fashioned (Chicken Pot Pie, Apple Pie, Strawberry Shortcake, Vegetable Soup, Beef Stew)

Home-Style (Chicken Salad, Roasts, Soups)

Country-Style (Sausage, Ham, Scrambled Eggs)

Home-Made (Noodles, Pies, Pastry, Rolls, Breads, Muffins, Ice Cream)

Savory (Sauce, Rice, Stews, Meat Loaf, Stuffing, Potatoes)

Barbecued (Ham, Sauce, Style)

Crisp (Salad Greens, Bacon, Waffles, Fried Chicken, Celery Hearts, Chicken Pie with Crisp Flaky Crust)

Hot or Piping Hot (Mince Pie, Plum Pudding, Muffins, Rolls, Biscuits, Canapes, Maple Syrup, Fudge Sauce, Tamales, Potato Salad, etc.)

Oven-Baked (Beans, Ham, etc.)

Glazed (Baked Ham, Carrots, Onions, Pineapple Rings, Sweet Potatoes, Danish)

Instead of listing meat or fish always as "broiled," try these to add variety:

Off the Grill (Spring Chicken, Lamb Chops, Fresh Calf's Liver, Steak, Fresh Mushrooms)

Grilled--same as above

Charcoal-Broiled--same as above

Off the Charcoal Broiler--same as above

V-b (continued)

Name the color of the food:

Red (Raspberries, Wine Sauce, Cabbage)

Golden Brown (Waffles, Fried Southern Chicken, Fillet of Sole)

Pink (Texas Grapefruit)

A group of words denoting quality on the menu is as follows:

Imported (Cheese, Caviar, Sardines)

Jumbo (Squab, Frogs' Legs, Olives, Soft Shelled Crabs, Shrimp)

THERE ARE MANY MANY MORE--CHECK MENUS FOR THEM

V-C

A Whole Fleet of Wonderful Sandwiches

No. 1

REX XII

Flaked-chilled salmon tossed with cucumbers, spices and sour cream on sliced tomatoes atop toasted bread. Tossed salad. 1.50

No. 2

QUEEN LINDA

Hot Dungeness crab on toasted English muffin topped with nippy Cheddar cheese sauce and crisp bacon. Tossed green salad. 1.95

No. 3

THE SPINNAKER

Hot sliced baked ham on toasted English muffin smothered with wonderful creamed chicken—served with cranberry salad. 1.75

No. 4

THE SUNLINER

Grilled sandwich of the day—Sunliner Pot-Luck. Changes daily—always accompanied by a delicious salad. Ask your waiter for today's "Sunliner." 1.65

No. 5

THE UPPER DECK

A real he-man sandwich of baked ham, roast beef, horseradish, crumbled blue cheese lettuce and tomato on pumpernickel bread. Tossed green salad. 1.85

No. 6

SHRIMP BOAT

Tender Alaska shrimp, finely chopped and blended with celery, pineapple, sour cream and mayonnaise served with plump ripe olives and molded salad. 1.85

No. 7

THE AFTER DECK

Choice slices of prime roast beef on French bread, au jus, with tossed, freshly-crisped salad greens. Blue cheese dressing. 1.95

No. 8

THE COMMANDER

Char-broiled tenderloin steak sandwich served open-faced with French fries and sliced tomato. 3.25

No. 9

WINDJAMMER BURGER

Choice ground beef—char-broiled on toasted bun with green salad. 1.10

No. 10

Above topped with Cheddar cheese. 1.25

No. 11

SKIPPER FISHWICH

Deep fried white fish cutlet on toasted bun with French fries and cole slaw. 1.35

DESSERTS

PIRATE PECAN PIE *(chocolate pecan)*	.55
PEPPERMINT MERMAID *(ice box pie of whipped cream, marshmallows and peppermint candy in chocolate crust)*	.50
GRETCHEN'S CHEESE CAKE *(made in our own kitchens)*	.60
APPLE PIE	.45
ICE CREAM JAMMER RUM	.45
SHERBET	.40
CHOCOLATE SUNDAE *(Hot Fudge)*	.65

For Younger Guys and Dolls

(12 years or under)

GROUND ROUND PATTY

or

DEEP FRIED WHITE FISH CUTLET

French Fries *Roll and Butter*

Ice Cream or Sherbet

Milk

1.00

V-c

APPETIZERS

CLAM NECTAR	*Cup* .25; *Bowl*	.40
CLAM CHOWDER *Coney Island*	*Cup* .30; *Bowl*	.50
Friday *Boston Style*	*Cup* .30; *Bowl*	.50
STEAMED CLAMS *Served with their own nectar and crusty garlic bread. Relish tray.*	*Half order*	1.50
	Full order	2.25
CRACKED CRAB *Served with melted butter and mayonnaise—assorted relishes and garlic bread.*	*Half Crab*	1.85
	Whole Crab	2.75
OLYMPIA OYSTER COCKTAIL		2.25

Port of Call

KODIAK

POACHED HALIBUT, EGG SAUCE
Potatoes - Vegetable

Roll and Butter

$1.85

CRAB LEG COCKTAIL
SHRIMP COCKTAIL

SALADS

SEA NYMPH

Dungeness crab legs, sweet Mandarin oranges, tart grapefruit sections and mellow avocado wedges laced with our spicy vinaigrette dressing on crisp romaine. 1.95

TOP SAIL

Sweet juicy Etherta freestone peaches or Bartlett pears with creamy cottage cheese served on bed of crisp lettuce. 1.45

ALOHA

Tender chunks of sugar cured ham, shredded coconut, tangy pineapple cubes and crunchy celery, tossed with fresh egg mayonnaise served on shredded lettuce.

SEABREEZE

Real gourmet chicken salad with almonds, celery and sweet pineapple chunks piled high on crisp greens.

PACIFIC ISLE

A medley of fruit in brandy snifter — honey lime dressing — finger sandwiches.

WINDJAMMER TOSSED

Clark's famous tossed romaine salad made even better with the addition of baby shrimp and crab with our own blue cheese dressing. 1.65

SHILSHOLE LOUIES

Choice seafood on shredded lettuce with Louie dressing and garnish of tomato, eggs and olives.

Crab 2.35 *Shrimp*

Hot Entrees from the Galley

CROW'S NEST CLAM SCALLOP *A special recipe from New England. Clams, eggs, celery, onions, green peppers and cream baked en shell with pastry topping.* 1.55

FISHERMAN'S PLATTER *Prawns, scallops, oysters and red snapper, deep fried—served with French fries, cole slaw and lemon* 1.85

BROILED SALMON FILET *the pride of the Pacific Northwest waters. Quick broiled with dry white wine and butter.* 2.25

QUILCENE OYSTERS *Little gems from Quilcene Bay given the Red Carpet treatment in our broiler.* 2.25

BAKED DEVILED CRAB EN SHELL *A great combination of crab, eggs, chopped olives, herbs and buttery bread crumbs—baked en shell*

BEEF STROGANOFF *tender cubes of steak — simmered with spices in sour cream — served with buttered rice*

LOUISIANA PRAWNS *Sprinkled with wine 'n butter and broiled in our Groetchen broiler*

BROILED FILET OF SOLE *A classic gourmet treat—broiled with butter-lemon and almonds—to give zest and crunchiness.*

V-c

Sundaes

FRESH STRAWBERRY
BANANA ROYAL SUNDAE **37¢**

SPECIAL DELUXE BANANA SPLIT ... 39¢

IMPERIAL CHOCOLATE SUNDAE ..... 30¢
HOT FUDGE SUNDAE ..... 35¢
FRESH STRAWBERRY ..... 30¢
CRUSHED PINEAPPLE ..... 30¢
CRUSHED CHERRY ..... 30¢
MARSHMALLOW ..... 30¢
BUTTERSCOTCH ..... 30¢
(With Nuts 5¢ Extra)

The Biggest Treat in Town!

HEAP•A•SHAKE

FULL THICK PINT
OF DELICIOUS
DAIRY MILK DRINK

Try It Now!

With Vanilla Wafers
and Whipped Cream .....
30¢

Sodas

IMPERIAL CHOCOLATE SODA .... 30¢

FRESH STRAWBERRY ... 30¢ CRUSHED PINEAPPLE ..... 30¢
ROOT BEER ..... 30¢ CHERRY ..... 30¢ VANILLA ..... 30¢

CHOCOLATE MALTED MILK

(Choice of any flavor)

Served with Whipped Cream
and Wafers ..... 35¢

Salads

Katz Famous

ALL-AMERICAN SALAD BOWL

Crisp Shredded Lettuce, Hard Boiled Egg, Tomato Wedges, Julienne Ham and Cheese,

Katz Special Dressing **63¢**

PINEAPPLE and COTTAGE CHEESE ..... 50¢
TOMATO STUFFED with HAM or TUNA SALAD ..... 55¢
BAKED HAM PLATE with POTATO SALAD
and SLICED TOMATOES ..... 65¢
Served with Toast or Saltines

Beverages

Enjoy a HOTTLE
of KATZ famous
MOCHA-BLEND COFFEE

HOTTLE CONTAINS
2 FULL CUPS OF COFFEE

15¢

KATZ SPECIAL "MOCHA-BLEND" COFFEE ..... 10¢
HOT TEA ..... 10¢ GRADE A MILK ..... 15¢
BUTTERMILK ..... 15¢ ROOT BEER ..... 10¢ and 15¢
HOT CHOCOLATE with WHIPPED CREAM and WAFER .. 15¢
COCA-COLA ..... 10¢ and 15¢

FRESH FRUIT DRINKS and JUICES

Cooling and Refreshing

FRESH LIMEADE ..... 15¢
FRESH ORANGEADE ..... 20¢
FRESH LEMONADE ..... 15¢
PURE CHILLED ORANGE JUICE ..... 20¢
CHILLED GRAPEFRUIT JUICE ..... 20¢
CHILLED TOMATO JUICE ..... 20¢

Desserts

DELICIOUS APPLE PIE, PER SLICE ..... 20¢
BOSTON CREAM PIE, PER SLICE ..... 20¢

CHEF'S CHOICE

The Arena takes great pride in serving only the best quality aged beef. Top quality beef reaches the peak of perfection and tenderness when served rare to medium. For this reason we regret that we cannot guarantee well done beef cuts.

Rare - Cool Center
Medium Rare - Warm Center
Medium - Pink Center
Medium Well - Slight Pink Center
Well - Brown All The Way Guaranteed

FAMOUS STEAKS-PRIME RIB

CHOICE STRIP STEAK-NEW YORK CUT
A gorgeous cut of America's favorite steak broiled as you like it.
8.95

BROILED CHOICE RIBEYE STEAK
Thousands have ordered this dark tender juicy ribeye and spread the good word and the word is succulent.
Regular 7.95 Petite 5.95

(Larger Cuts Available Upon Request)

ROAST PRIME RIB OF BEEF

Slow roasting in our specially designed ovens is the secret of the outstanding flavor of the Arena's roast.
Regular 7.95 Petite 5.95

(Larger Cuts Available Upon Request)

CHATEAUBRIAND - FOR TWO
Yes - you may order for 2 or more. Magnificent full flavored double tenderloin, lovingly broiled to perfection. Bouquetiere.
18.95

FILET MIGNON
With mushroom cap - tenderly broiled 10 oz individual taste.
7.95

APPETIZERS

JUMBO SHRIMP COCKTAIL
A mouth watering array of shrimp served chilled on a bed of ice.
2.75

FRENCH ONION SOUP A LA ARENA
Sautéed onions in a hearty beef broth served under a cover of tangy cheese.
.85

GOURMET ENTRÉES

BAKED STUFFED FLOUNDER
A delicacy of the sea. Flounder stuffed with crabmeat and baked to a turn.
5.95

BROILED BREAST OF CHICKEN
Tender plump boneless chicken breast marinated in our secret recipe, then broiled to a golden brown.
4.95

SAUTÉED SCALLOPS EN CASSEROLE
A la mariandaise
Sautéed Scallops covered with a delicious sauce and served over orzo pilaf.
5.95

FLAMING BEEF KEBOB
Choice tenderloin strips, mushroom cap, green peppers, tomato, and onion. Flavorfully marinated, served on a bed of orzo pilaf.
5.95

SEAFOOD SELECTIONS

GOLDEN BROWN STUFFED SHRIMP
Golden Brown Stuffed Shrimp. A delicacy of the sea, large juicy and succulent. Cocktail Sauce.
5.95

TROUT ALMONDINE
Perfectly sized fresh water trout slowly baked with almonds.
4.95

BROILED FILLET OF HALIBUT
A delight of the sea, broiled to perfection with drawn butter.
4.95

LOBSTER TAILS
Worth a king's ransom, the sea's gift to man. Broiled lobster tails served with hot melted butter.
current tariff

SURF AND TURF
A delightful combination of petite filet mignon and succulent lobster tail.
current tariff

SPECIAL SELECTIONS

ROAST TOP SIRLOIN OF BEEF
Roasted to perfection, topped with mushroom sauce.
5.95

BABY BEEF LIVER
Sautéed with choice of onions or bacon.
4.95

CHOPPED SIRLOIN STEAK
Delicately seasoned and grilled to perfection.
4.95

BROILED PORK CHOPS
Twin center cut pork chops, broiled to order.
5.75

SALAD BUFFET
Your salad includes your imagination and our large variety of hot and cold vegetables, potato, relishes, condiments, cheeses, fruit, hot breads and dressings.
3.95

HAWAIIAN HAM STEAK
Lean, tender, center cut, pineapple garnish.
5.75

SIDE ORDERS

BASKET OF GARLIC BREAD
Hot Italian seasoned bread.
.75

SAUTEED MUSHROOMS
Fresh mushrooms sautéed lightly in butter.
.75

BASKET OF ONION RINGS
One basket serves two.
.75

BAKED POTATO OR STEAK FRIES
.45

Coffee, Tea, Milk or Soda
.35

All dinners include all the salad you can create from the Arena's fabulous salad buffet.

V-d

EXAMPLE OF A TABLE D'HÔTE MENU

Appetizers

Cream of Chicken Soup
Chilled Fresh Fruit Cup
Chicken Liver Canapé
Iced Tomato Juice with Lemon Wedge
Marinated Herring

Entrées

Roast Prime Ribs of Beef au Jus 6.75
Roast Turkey, Sausage Dressing 4.50
Roast Loin of Pork, Apple Sections 4.25
Lamb Chop Grill with Bacon and Tomato 6.25
Fresh Mountain Trout, Sauté Amandine 5.25
Deep Sea Scallops, Tartar Sauce, Lemon Garnish 5.50

Vegetables

Baked Idaho Potato
Buttered Green Beans
Whipped Potato
Creamed Tiny Onions

Chef's Salad

Dinner Rolls
Coffee, Tea, Milk

Desserts

Pecan Pie
Éclair with Sauce
Pineapple Sherbet
Blueberry Pie
Strawberry Shortcake
Baked Apple
Chocolate Mint Parfait

VI-a

Menu Construction

The Breakfast Menu

The breakfast menu pattern will probably be similar wherever you work because customers tend to prefer certain foods for breakfast throughout the country. As a rule, these foods include fruits and juices; cereals with cream or milk; eggs; meats such as bacon, ham, sausage, and steak; pancakes, waffles, and French toast; hot breads and rolls such as English muffins and Danish pastries; and beverages. In some areas, foods such as grits, hashed brown potatoes, and refried beans are also served.

Food service units may use an a la carte or a club breakfast menu or a combination of both. A club breakfast is a "full-course" breakfast for one set price.

Menu items are usually served in the following order: fruits and juices; cereals and cream, eggs, meats and specialties, breads and jams; and beverages. It is good to highlight club breakfast specials-otherwise patrons might not notice them. A special may be strawberries, melon, or other seasonal foods.

The Luncheon Menu

Luncheon menus are designed to meet many needs. For instance, business people generally have limited lunch periods. Shoppers or travelers may be in a hurry. Others, however, may wish a more leisurely lunch. Some customers like a hearty lunch similar to a dinner, while others prefer a light lunch. How does the luncheon menu provide for these needs?

VI-a (continued)

Some restaurants offer a variety of a la carte foods, entrees, and both hearty and light lunch specials. Other restaurants, catering to people with limited time, may feature a few a la carte foods, sandwiches, salads, and several plate lunches. The plate lunch is similar to the table d'hote menu. It offers a complete meal at a specific price. Distinctive atmosphere restaurants, designed for leisurely meals, may offer a selection of gourmet foods. Luncheon entrees may offer the guest a substantial meal such as breaded veal cutlet accompanied by French fries and green peas. A guest wishing a light lunch may select from salads, sandwiches, or soups. Heartier foods are offered for those who want a heavier meal. Menu planners use a variety of names for their luncheon special. These featured luncheons may be given such headings as chef's special, table d'hote, shopper's special, today's special, today's feature, or dieter's lunch.

Usually the arrangement of the luncheon menu follows the commonly accepted sequence of courses:

Appetizers--relishes, hors d'oeuvres, soups.

Entrees--seafood, vegetable plates, creamed dishes, loaf, croquette, a grill, casserole, a stew, an egg dish.

Vegetables

Salads

Sandwiches--usually listed as club or three-decker sandwiches, hot sandwiches, and cold sandwiches.

Desserts--fruits, puddings, cakes, pastries, ice creams, cheese and crackers.

Beverages.

VI-a (continued)

Luncheon menus may include all or some of these courses, depending on the needs of the customers. However, sandwiches and salads are generally the most popular luncheon foods.

Sandwiches

The sandwich is probably one of the most frequently served food items in America today. This is apparent when you see the thriving business done at hot dog and hamburger stands. Sandwiches continue to be best-sellers in snack bars and cafeterias.

Sandwiches vary from the typical two slices of bread with filling to hearty three deckers or dainty tea sandwiches. Some hearty sandwiches form the major part of a meal such as a hot roast beef sandwich. Others such as ham and cheese on rye can accompany a salad or soup. Most food service operations offer the following types of sandwiches on their menu:

Type	Example from Menu
Regular Cold	Tuna Salad
Three Decker	Three slices of bread with sliced turkey, grilled bacon, lettuce, and tomato
Regular Hot	Hot Beef Barbecue
Broiled	Steak Sandwich
Grilled	Grilled Cheeseburger
Deep Fried	Fish Sandwich

VI-a (continued)

Baked Open-faced Ham and Chicken with Cheese Sauce

Food service managers plan varieties of sandwiches, new and unusual combinations, interesting garnishes, and accompaniments, as a means of increasing sales. Giant-size sandwiches usually served on crusty bread or roll under various names such as submarine, hero, or longboy are especially popular with teen-agers and college students.

Salads

Luncheon menus usually feature main dish salads, most of which include some form of meat, fish, egg or cheese. There are three basic types of main dish salads--vegetable, fruit, and combination.

The vegetable salad consists of salad greens and raw vegetables such as carrots, cucumbers, radishes, celery, and tomatoes. Cold, cooked vegetables such as beans and peas may also be used. The salad is tossed with a dressing and generally topped with egg slices and strips of cheese and cooked meat. This type of salad is often called a chef's salad. Frequently, a restaurant may feature its own version of a chef's salad with a unique combination of vegetables or a special dressing.

The fruit salad is an attractive arrangement of fresh, frozen and/or canned fruits on a bed of salad greens, with cottage cheese or sherbet in the center. A special fruit salad dressing is generally served. Small sandwiches made with fruit and nut breads and cream cheese fillings often accompany this type of salad.

VI-a (continued)

The combination salad consists of cooked meat, seafood, or poultry, usually cut in bite size pieces, combined with fruits or vegetables and a dressing. The salad may be served on a bed of greens. Often, however, it is attractively arranged on fruit such as a half of pineapple, avocado, or melon.

Salads are popular luncheon items, especially with people who are weight conscious or those who prefer light meals.

Rolls, breads, and crackers, and a beverage are generally served with main dish salads.

VI-a

The Dinner Menu

It is generally the custom for people to relax, socialize, and enjoy a leisurely evening meal. Usually the day's work is over, and people are not in a hurry. Thus, the dinner menu in restaurants and institutions is planned by courses, which may vary in number from the simple two- or three-course dinner to the eight-course formal dinner. Dinners are designed to be nutritious and balanced in texture, color, and form and to offer a variety of choices to the guest.

As said before, the foods on the menu are listed by courses in order of service:

Appetizers--oysters, clams, shellfish cocktail, fruit juices, vegetable juices, relishes, hors d'oeuvres, canapes, fruit.

Soups--listed separately or with the appetizers. Should a cream soup and a "clear" soup.

Fish--offered as a separate course only on the more formal menus found in the distinctive atmosphere restaurants.

Entrees--main course meats, poultry and fish.

Vegetables--listed below the entrees. Some menus may list vegetables or under the a la carte section.

Desserts--featured near the bottom of the menu or on a separate dessert menu. Usually more elaborate than on luncheon menus.

Beverages--listed at the bottom of the menu.

Some menus offer either platter or dinners. A platter only includes the entree and vegetables. A dinner includes an appetizer, entree, vegetables, salad, dessert and beverage. Study the included dinner menus for each manager's set-up.

VI-f

THE CAFETERIA MENU

Cafeterias, college dining halls, industrial feeding operations and places like these always plan menus on a weekly chart similar to the two charts for Lunch and Dinner as illustrated on the following pages. The principle difference between the two menus is that luncheons feature stews, beef pies and the like, whereas at night we offer more substantial fare such as roasts, steaks and chops. In both cases we always feature a SPECIAL PLATE at a popular price which includes an inexpensive dish for the meat as a rule, a potato, a green vegetable and bread and butter.

The weekly lunch and dinner menus are extremely practical for popular price cafeteria use and for average industrial or college feeding operations. One of the criticisms of cafeteria food is that the menu is monotonous, being the same day after day. To avoid this complaint one cafeteria advertises its menu as shown below. In-plant cafeteria managers feel that the following numbers of items are adequate:

Appetizers	3	Potatoes	2	Salads	5
Soups	1	Vegetables	2	Breads	3
Entrees	3	Desserts	6	Beverages	5

Cafeteria VI-f (continued)

The Weekly Luncheon Menu

The menu items in capital letters are permanently on the menu. All told there are seven permanent items and fifteen daily changes.

SOUPS	Vegetable permanent, one daily change.
FISH	Fried Fish permanent, one daily change.
ENTREES	One fish permanent, seven daily changes.
VEGETABLES	Three permanent, six daily changes.

Stews, meat pies, creamed dishes and similar light dishes are on the lunches.

Cafeteria VI-f

LUNCHEON MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FRESH VEGETABLE SOUP	FRESH VEGETABLE SOUP	FRESH VEGETABLE SOUP	FRESH VEGETABLE SOUP	FRESH VEGETABLE SOUP	FRESH VEGETABLE SOUP
Split Pea Soup	Cream of Celery Soup	Navy Bean Soup	Chicken Gumbo Soup	Manhattan Clam Chowder	Cream of Tomato Soup
FRIED FRESH FISH	FRIED FRESH FISH	FRIED FRESH FISH	FRIED FRESH FISH	FRIED FRESH FISH	FRIED FRESH FISH
Fried Oysters	Shrimp Creole	Baked Fish	Fish Flakes Newburg	Deviled Crab	Fried Oysters
Prime Ribs	Sugar Cured Ham	Prime Ribs	Sugar Cured Ham	Prime Ribs	Sugar Cured Ham
Chicken Miscellaneous	Chicken Pan Pie	Chicken and Dumpling	Fried Chicken	Chicken Fricassee with Rice	Chicken Shortcake
Franks and Sauerkraut	Roast Lamb and Dressing	Broiled Pork Chop	Chopped Steak	Braised Pork Shank	Breaded Pork Chop
Veal Fricassee with Rice	Beef Stew	Lamb Stew with Vegetable	Beef Steak Pie	Breaded Veal Cutlet	Browned Beef Stew
Baked Macaroni	Baked Spaghetti with Meat	Macaroni with Cheese	Spaghetti with Meat Sauce	Chicken Giblets with Rice	Baked Ham and Macaroni
Fried Liver and Onions	Corned Beef and Cabbage	Fried Liver and Onions	Creamed Chipped Beef	Old Fashioned Meat Loaf	Canadian Bacon
Creamed Broccoli	Candied Yams	Baked Stuffed Potato	Fresh Spinach and Egg	Oven Browned Potato	Sweet Potato Puff
MISCELLANEOUS PAN	MISCELLANEOUS PAN	MISCELLANEOUS PAN	MISCELLANEOUS PAN	MISCELLANEOUS PAN	MISCELLANEOUS PAN
GRAVY	GRAVY	GRAVY	GRAVY	GRAVY	GRAVY
CREAMED POTATOES	CREAMED POTATOES	CREAMED POTATOES	CREAMED POTATOES	CREAMED POTATOES	CREAMED POTATOES
FRESH GREENS	FRESH GREENS	FRESH GREENS	FRESH GREENS	FRESH GREENS	FRESH GREENS
FRESH GREEN BEANS	FRESH GREEN BEANS	FRESH GREEN BEANS	FRESH GREEN BEANS	FRESH GREEN BEANS	FRESH GREEN BEANS
DRY Limas	DRY Navy Beans	DRY Blackeyed Peas	DRY Pinto Beans	DRY Lima Beans	Dry Navy Beans
Buttered Spinach	Buttered Brussels Sprouts	Buttered Broccoli	Buttered Lima Beans	Buttered Green Peas	Buttered Brussels Sprouts
Pickled Beets	Glazed Carrots	Stewed Tomatoes	Mashed Rutabaga	Harvard Beets	Escalloped Tomatoes
Buttered Cauliflower	Buttered Turnips	Creamed Corn	Buttered Brussels Sprouts	Creamed Cauliflower	Corn and Lima Beans
Buttered Corn	Creamed Squash	Buttered Cabbage	Buttered Beets	Green Cabbage	Buttered Pearl Onions
SPECIAL PLATE	SPECIAL PLATE	SPECIAL PLATE	SPECIAL PLATE	SPECIAL PLATE	SPECIAL PLATE
Fried Fish Tomato Sauce	Ham Pattie	Broiled Canadian Bacon	Chicken Pattie	Chopped Steak	Meat Loaf
Mashed Potato	Lima Beans	Creamed Potato	French Fried Potatoes	Baked Squash	Spanish Egg Plant
Green Beans	Creamed Potato	Buttered Squash	Buttered Peas & Carrots	Creamed Potato	Creamed Potato
BREAD and BUTTER	BREAD and BUTTER	BREAD and BUTTER	BREAD and BUTTER	BREAD and BUTTER	BREAD and BUTTER

VI-g

Hospital Menus

In hospital food-service, patients are not offered rich, heavy dishes lest these provoke digestive upsets. Certain patients, whose condition requires it, are limited to special or therapeutic diets such as: soft, liquid, bland, low-calorie, low sodium, salt-free and sugar-free. Advances in nutritional science have stimulated the use of special diets as an integral part of therapy in recent years. Whereas it was once common upon visiting a hospital Dietary to find perhaps 10 percent of the patients on special diets, this ratio has increased to 25 percent or higher in many institutions. In a large general hospital noted for its research work, we found 65 percent of the patients on special diets. This, of course, reflects the greater recognition accorded to nutritional therapy, and the increased emphasis being placed upon nutritional research. In any event, this trend means greater responsibility and effort on the part of the therapeutic dietitian and the Dietary Department.

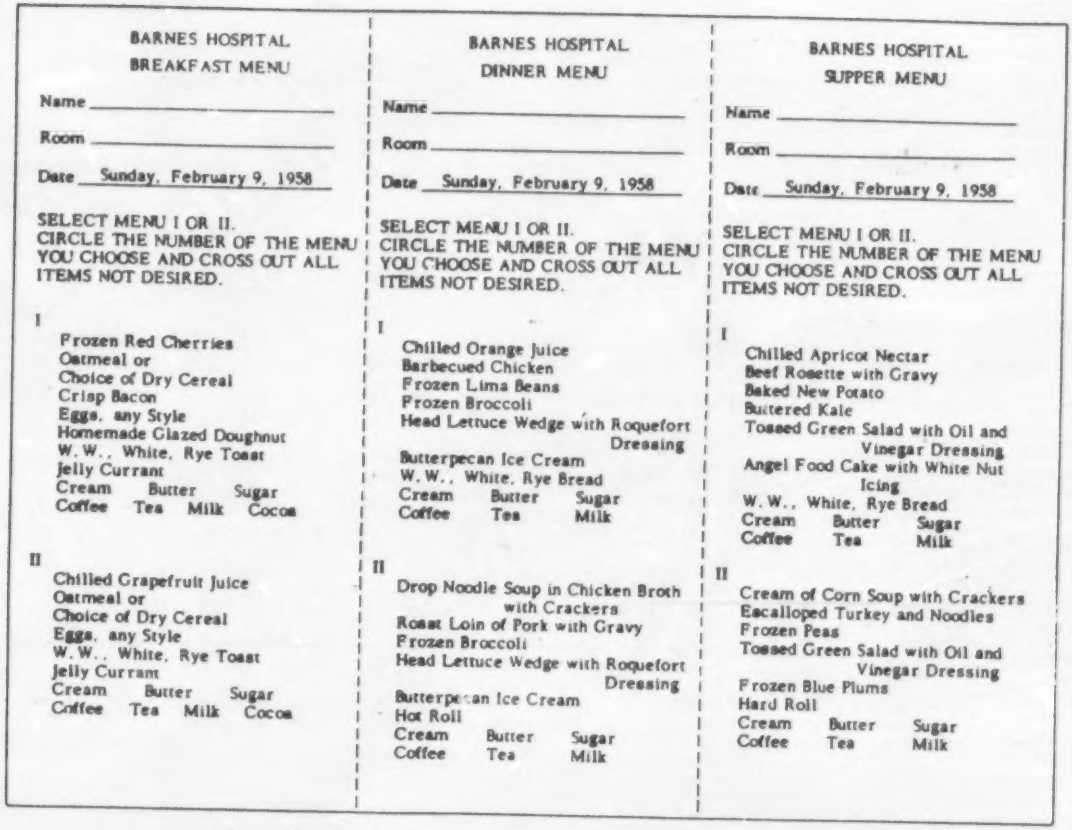
Formerly hospital patients generally received a set meal, but today they are being offered greater freedom of choice with what is known as the Selective Menu. Under this plan, the patients on regular diets select, usually the day before, their preferences for the following day's meals. This usually includes choices as to entree, vegetables, dessert, and beverage. This freedom o choice, while adding to the menumaker's problems, has resulted in increased satisfaction on the part of patients wherever the selective menu has been introduced. Actually, food costs are not increased as has often been feared, if the selective menu plan is

VI-g (continued)

properly organized and supervised. Patients will often select a less expensive entree, for example, if given their choice. And there is usually less waste of food--as with set menus, when patients often reject what is set before them.

Different colors of paper are also used to distinguish various classes of patients (Private, Semi-Private, and Ward, for ex.) and diets (Liquid, Soft, and Special).

Sometimes as in the example given there is also a space in which the patient can indicate his desire for either light, medium or heavy portions.



BARNES HOSPITAL
BREAKFAST MENU

Name _____

Room _____

Date Sunday, February 9, 1958

SELECT MENU I OR II.
CIRCLE THE NUMBER OF THE MENU YOU CHOOSE AND CROSS OUT ALL ITEMS NOT DESIRED.

I

Frozen Red Cherries
Oatmeal or
Choice of Dry Cereal
Crisp Bacon
Eggs, any Style
Homemade Glazed Doughnut
W. W., White, Rye Toast
Jelly Currant
Cream Butter Sugar
Coffee Tea Milk Cocoa

II

Chilled Grapefruit Juice
Oatmeal or
Choice of Dry Cereal
Eggs, any Style
W. W., White, Rye Toast
Jelly Currant
Cream Butter Sugar
Coffee Tea Milk Cocoa

BARNES HOSPITAL
DINNER MENU

Name _____

Room _____

Date Sunday, February 9, 1958

SELECT MENU I OR II.
CIRCLE THE NUMBER OF THE MENU YOU CHOOSE AND CROSS OUT ALL ITEMS NOT DESIRED.

I

Chilled Orange Juice
Barbecued Chicken
Frozen Lima Beans
Frozen Broccoli
Head Lettuce Wedge with Roquefort Dressing
Butterpecan Ice Cream
W. W., White, Rye Bread
Cream Butter Sugar
Coffee Tea Milk

II

Drop Noodle Soup in Chicken Broth with Crackers
Roast Loin of Pork with Gravy
Frozen Broccoli
Head Lettuce Wedge with Roquefort Dressing
Butterpecan Ice Cream
Hot Roll
Cream Butter Sugar
Coffee Tea Milk

BARNES HOSPITAL
SUPPER MENU

Name _____

Room _____

Date Sunday, February 9, 1958

SELECT MENU I OR II.
CIRCLE THE NUMBER OF THE MENU YOU CHOOSE AND CROSS OUT ALL ITEMS NOT DESIRED.

I

Chilled Apricot Nectar
Beef Rosette with Gravy
Baked New Potato
Buttered Kale
Tossed Green Salad with Oil and Vinegar Dressing
Angel Food Cake with White Nut Icing
W. W., White, Rye Bread
Cream Butter Sugar
Coffee Tea Milk

II

Cream of Corn Soup with Crackers
Escalloped Turkey and Noodles
Frozen Peas
Tossed Green Salad with Oil and Vinegar Dressing
Frozen Blue Plums
Hard Roll
Cream Butter Sugar
Coffee Tea Milk

Figure 16 Selective menu (Courtesy Barnes Hospital St. Louis, Mo.)

VI-h

Catering and the Menu

The catered menu should follow all of the menu balancing principles; offer contrasts in color, texture and flavor, and appeal to the group served. What do you need to consider when you plan a menu for large groups?

Choose seasonal foods which are plentiful and low in cost.

Select foods according to the people in the group. If the group is made up of families, select foods enjoyed by all ages and include a variety of beverages. Serve hearty foods for active people and lighter, nutritious foods for less active groups and senior citizens.

Keep in mind the size of servings you want for each guest and the cost. Extras such as relishes, large servings, and second helpings raise food costs.

Choose foods that are easy to prepare, especially for large group meals. Remember, the amount and variety of food you can serve depends on the preparation, serving equipment and the number of experienced workers available. For example, you may want to serve foods such as chicken or potato salad. Do this only if you have enough refrigeration space to keep the food at a temperature below 40 F. Otherwise, harmful bacteria, which cause food poisoning, may develop.

Plan menus that are appropriate to the occasion and the method of serving. For outdoor catering and buffet service, choose foods which do not spoil easily, and which retain an appetizing appearance if allowed to

VI-h (continued)

stand several hours before being eaten. Select foods which can be easily served and which guests can eat even when holding the plates on their laps.

Festive foods and special garnishes are especially appropriate for indoor banquets.

Get as much information as you can about what kind of affair it is to be, and see if the committee or person wishes suggestions made, or whether it knows quite definitely just what it wants. Do not oversell or undersell but know your costs, give fair profit items, and make your menu and service more elaborate as the price is increased. The dishes of the whole party menu should form a harmonious, balanced, and consistent whole; each dish should be different in preparation and composition and every dish should be good, well prepared, properly served and distinct in itself. Above all, serve foods which should be hot, hot and cold dishes, chilled. Hot hors d'oeuvres or canapes are good when a liquor cocktail is served at banquets.

VI-h (continued)

SAMPLE CATERING MENUS

Economical	Moderate
Dinner Menus	
Fruit Juice Cocktail Baked Turkey Buttered Carrots and Peas Tomato Aspic on Endive Beds Dinner Rolls Apple Tarts Coffee	Fresh Fruit Cups Veal a'la King on Toast Points Buttered Asparagus French Bowl Salad Dinner Rolls Chocolate éclairs Coffee
Picnic Menus	
Fried Chicken Buttered Corn Cole Slaw Rolls Chilled Fresh Fruits Lemonade Milk Coffee	Sliced Ham, Turkey, Chicken Potato Salad Chilled Finger Vegetables Toasted Coconut Cake Coffee Tea Milk
Party Menus	
Finger Sandwiches Assorted Cookies and Candy Old Fashioned Vanilla Ice Cream Apple Cider Punch	Chicken a'la King in Patty Shells Relish Tray Butterfly Rolls Angel Food Cake with Seven Minute Icing Red Wine Punch

VI-i

Children's Menus

Restaurants emphasizing the family trade make it a point to cater to the children, as they bring the parents with them. For children under 12, smaller portions are usually served at correspondingly lower prices. Youngsters seem to prefer crunchy foods that give tactile sensations such as potato chips, corn on the cob, French fried potatoes, carrot sticks and popcorn. Hot dogs, hamburgers and peanut butter are perennial favorites. Small children like salads containing fruit and vegetable pieces which they can pick up with their fingers.

The children's menu should feature simple, colorful foods served in small portions with plenty of plate showing. Overloaded plates of food tend to inhibit the child's appetite. The children's menu must also appeal to the parent, who generally guides the selections and is interested in the child's nutritional needs.

The menu card for children can be made intriguing by the use of illustrations based upon themes from nursery rhymes or animal stories. Food and menus may also be decorated for seasonal celebrations which appeal to children such as Halloween, Christmas and Easter. The stationery and greeting card manufacturers make all sorts of paper and plastic decorations which can be utilized for such occasions.

Elby's®

Family Restaurants

Children's MENU

(FOR CHILDREN UP TO 12 YEARS OLD)

Elby's FISH & CHIPS — 1.50

Tender fish fillets (2) breaded fresh daily, served with crisp french fries and tartar sauce.

SPAGHETTI PLATE — 1.50

Spaghetti with real Italian-flavor topped with our own superb meat sauce served with hot grilled grecian bread.

SOUP & SANDWICHES

Fresh vegetable soup	cup..	.55	bowl..	.85
Chili-freshly made (September to April)	cup..	.85	bowl..	.60

All-American Hamburger- ½ lb.-100% beef	1.05
All-American Cheeseburger- ½ lb.-100% beef	1.15
Big Boy Hamburger-100% beef	.95
Little Boy Hamburger-100% beef	.65
Little Boy Cheeseburger-100% beef	.75
Fish Fillet Sandwich	1.10
Grilled Cheese	.75

SIDE ORDERS

French Fries . .45 Onion Rings.. .60

Big Boy Hamburger & Fries

Our famous "Double-Decker" two patties of ground beef, cheese, lettuce and our special sauce, served with french fries.

100% BEEF

1.35

Country Cousin CHICKEN DINNER

(NO WINGS)

Two pieces of golden brown chicken, served with french fries and hot grilled grecian bread. — 1.80

BEVERAGES

Milk-White or Chocolate ..	.25-.30-.50
Milk Shake, Old Fashioned with Hand Dipped Ice Cream Choice of Flavors	.85
Hot Chocolate	.35
Orange Drink, Pink Lemonade.	.30-.40
Coke, Root Beer, Sprite	.30-.40

Elby's famous SWEET TREATS

Fresh Strawberry Pie	.70
Cream Pie, chocolate, coconut, banana	.80
Fruit Pie .55 Ala Mode	.80
Hot Fudge Ice Cream Cake	.80-.90
Hot Fudge Sundae	.60-.75
Chocolate Sundae	.55-.65
Sprinkled with nuts . . . . .10 extra	
Ice Cream	.35-.45

SC/WP 1/78/1000

MOM — We gladly serve baby food FREE with our compliments.

VI-1

Choice of Soup or Juice ..... .15

A SANDWICH TO EAT

Sliced Ham Sandwich	.40
Egg Salad Sandwich	.30
Tunafish Salad Sandwich	.55
Jiskers, a Grilled Cheese Sandwich	.40
Peanut Butter and Jelly Sandwich	.35

DESSERTS YUMMY AND SWEET

Fruit Jello with Whipped Cream	.15
Chocolate Sundae	.20
Ice Cream Circus Clown	.25
"Mickey" the Ice Cream Mouse	.25
Baked Custard	.15
Ice Cream or Fruit Sherbet	.15
A Moon and a Fish Cookie	.15

AND DRINKS TOP THE TREAT

Sweet or Chocolate Milk	.15	Gingerale	.10
Malted Milk	.25	Orange Juice	.15

YOU KNOW IF IT'S YOUR DAY!
(we'd like to know it, too)
NOW, SAY IT LOUD, "IT'S MY DAY!"
(we have a YOURDAY thing for you)

VI-1

DINING OUT WITH MOTHER GOOSE

HICKORY DICKORY DOCK

FRUIT JUICE OR SOUP
ROAST BEEF, PAN GRAVY
GREEN PEAS
MASHED POTATOES
ICE CREAM OR SHERBET
WITH COOKIE
$1.65

COW JUMPED OVER THE MOON

GRILLED HAMBURGER
ON TOASTED BUN
WITH TOMATO SLICE
APPLESAUCE WITH COOKIE
95c

MARY, MARY, QUITE CONTRARY

FRESH FRUIT SALAD WITH
PEANUT BUTTER AND JELLY
SANDWICHES
RICE AND RAISIN PUDDING
$1.25

HOT DOGGITIES

ALL BEEF FRANKFURTERS
ROLLED IN CORN FLAKE CRUMBS
SERVED ON A STICK
TOASTED ROLL
CARROT AND CELERY NIBBLERS
FRUIT JELLO
90c

MOPPET SANDWICH

GRILLED HAMBURGER	60
SLICED CHICKEN	65
PEANUT BUTTER AND JELLY	35
EGG SALAD	40
FRANKFURTER	35
CHEESE	40

CAT AND THE FIDDLE

TOMATO JUICE
BROILED FILET OF HALIBUT
GREEN BEANS
WHIPPED POTATOES
STEWED FRUIT WITH COOKIES
$1.50

HUMPTY-DUMPTY

SCRAMBLED EGGS, BACON
FRENCH FRIES AND CARROT STICKS
ICE CREAM WITH STRAWBERRY SAUCE
$1.25

YOGI'S FAVORITE

CHILLED ORANGE JUICE
YOUR FAVORITE CEREAL
WITH SLICED BANANAS
BUTTERED TOAST, JELLY
75c

LITTLE MISS MUFFET

CREAMED CHICKEN ON TOAST
BUTTERED GREEN PEAS
MASHED POTATO
FRESH FRUIT CUP
$1.35

YOGI'S TREAT

VANILLA ICE CREAM IN
CHOCOLATE SAUCE TOPPED
WITH COCOA KRISPIES
WHIPPED CREAM, FROOT LOOPS
AND A MARASCHINO CHERRY
45c

SUPER-DUPERS

FRESH FRUIT CUP	35
CHOCOLATE SUNDAE	40
ICE CREAM OR SHERBET WITH COOKIE	30
STEWED FRUIT	30
APPLESAUCE WITH COOKIE	25
FRUIT JELLO	25

HOT CHOCOLATE, MILK
CHOCOLATE MILK, LEMONADE
7-UP, COCA-COLA
GINGERALE, ORANGEADE
15c

LITTLE JACK HORNER

V-8 JUICE
GREEN BEANS, BAKED POTATO
BROILED LAMB CHOP
FRUIT SUNDAE $1.85

– Milk or Hot Chocolate Served with the Above Combinations –

– PRINTED IN U.S.A.

VII-a

Planning the Menu--Layout

One of the first impressions a newcomer receives upon entering a food service establishment for the first time is the menu card. Before he begins to read the menu he perceives it as a whole. The menu must therefore be attractively arranged, well balanced, with plenty of white space and not a jumble of type. Above all, it must be clean! The use of plastic-coated menu covers is desirable as they can be kept immaculate.

Many restaurants use a colored illustration on the front cover--a floral arrangement, a picture or design symbolic of the establishment. If it is well done, it sets the tone of the patron's reaction toward the eating place and his anticipation of the meal. Restaurateurs sometimes forget that menu cards are designed to be read. They place too much printed matter on the page. As a result the patron is often confused and even frustrated. The card should be easy to read, with contrasting styles of type, type large enough to be readily deciphered and with plenty of white space to set off the wording.

Every operator or manager should personally test the legibility of the menu card by sitting at tables in different parts of the dining area and reading it. After such a test he may decide to improve the illumination of the dining area or to alter the menu copy.

It is usually more economical to have the menu covers printed in quantity. The inside pages can then be printed separately as needed. There are several national concerns which specialize in printing menus and many local printers have the facilities to turn out satisfactory work.

VII-a (continued)

Typed inserts with carbon copies are used in some restaurant menu cards. These are apt to become smudged and difficult to read. It is preferable to have such inserts mimeographed or better yet to type a clean copy on an electric typewriter for reproduction by the off set process. Local printers will often make special rates for repetitive work of this nature.

Patrons often ask for a menu card to send to a friend who may be a prospective customer. It is therefore desirable to have the name and address of the eating place appear on the cover. Some restaurants which use expensive menu cards have small replicas made up which they give to customers as souvenirs.

Menu cards are generally made from a single piece of coated paper folded once to form four pages, the front and back cover forming pages one and four and the inside section pages two and three on which the current selections are printed. Card sizes vary according to the type of eating place, ranging from as small as 5 1/2 by 9 inches and larger 8 1/2 by 12 inches being a popular size. Luxury restaurants emphasize their prestige by sporting "king-size" menu cards. Material varies, with coated paper most commonly used.

The best type is legible and simple and a color that is easy to read (remember black ranks highest in legibility). One of the largest and finest menu printers in New York uses Vogue or Futura Light for the majority of the menus he prints, because these type faces are easily read and are smart and distinctive, as are Bodoni Light and Garamond types.

VII-a (continued)

The best menu colors are buff, cream, white, oyster white, and pale gray. Highly colored or rough textured paper is hard to read.

The style, set up, color, design, and cover of your menu should be changed about twice a year to avoid monotony.

EXTRA ACTIVITIES

1. Create a menu for a restaurant with a theme. There are two theme menus among the samples given.
2. Construct any two additional menu types listed under concept six.
3. Plan an offering of menus for a catering operation so that the party who is having the affair has a choice of either moderately or elaborately priced menus. State the type of catered event for which the menus are planned.
4. Plan a set of either luncheon or dinner menus for each of the four seasons. Specify the type of restaurant for which they would be used. Write them out in a manner suitable for presentation to a customer.